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ABSTRACT

This publication is a compilation of eight appendices to the final technical report on a project which studied the effects of parent participation in Head Start. These appendices include the request for proposal, the telephone survey interview forms, the self-concept test forms, the program quality checklists, questionnaires, and other instruments used in the project. Related documents include PS 006 814, PS 006 815, and PS 006 816. (ST)

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APPENDICES

to the
FINAL TECHNICAL REPORT

INVESTIGATION OF THE EFFECTS
OF PARENT PARTICIPATION
IN HEAD START

Prepared for: Project Head Start
Office of Child Development
Department of Health, Education and Welfare

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Contract Number: HEW-OS-72-45

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APPENDIX A

Request for Proposal (RFP) Work Statement

RFP #2 - 72-HEW-OS

WORK STATEMENT - AN ANALYSIS OF HEAD START PARENT PARTICIPATION
THEORY, POLICY, PRACTICE AND EFFECTS: AN IMPACT STUDY

1. Summary. The task is to assess the effects of two roles of parent participation in Head Start on programs, on institutions, on parents, and on children. One role of parent participation is defined as a decision-making role: for example this role would include serving on the Policy Council (PC), or serving on center or class parent committees, or making decisions about the nature and operation of any phase of the program including staff employment. The second role of parent participation is defined as the learner role: for example, this would include parent participation in the classroom as paid employees, volunteers, observers, engaging in activities which the parents themselves have helped to develop, working with children in the parents' own home in connection with the staff of the center, attending workshops or parent education programs, or working on community services.

One sub-task will be to analyze the concept of parent participation in Head Start: to place its origins, development, and present status in the framework of sociological, psychological, anthropological and economic theories; to relate Head Start program policies regarding parent participation both past and present to these theoretical contexts; to assess parent participation practices in relation to policy and theory.

The second sub-task will be to conduct an empirical study of the effects of the two roles of parent participation on the programs themselves, on community institutions, on the parents' attitudes, skills, life styles and well-being, and on the children's development - both the target Head Start children and their siblings. Among the questions this study should answer are:

(a) Decision-making Role

a-1. How does the strength of the parents' decision-making role in a particular program affect the quality of the program? What evidence is there that participation in the decision-making role by the parents has yielded better programs: programs more responsive to the needs and culture of the communities, and operated in closer accordance with Head Start guidelines?

a-2. How does the strength of the decision-making role in a particular program affect the lives of the respective parents? How has the role of decision-maker affected the power and confidence parents feel they have, how parents have related to community issues; how have parents improved the quality of family living? What have they done since their children have graduated from Head Start and how they feel about themselves?

a-3. How does the strength of the decision-making role in a particular program affect the children of those parents in that program? Has their academic performance been affected by their parents' former participation in Head Start decision-making? How do the children feel about themselves and their ability to influence what happens to them? Are their brothers and sisters doing better if their parents have been involved in a decision-making role?

a-4. Is there any evidence of institutional changes in health, housing, education, and welfare, where parents have participated in a decision-making role in Head Start? What is the evidence that parents participating in a strong decision-making role are directly associated with such institutional changes? For example, do school or health personnel report greater involvement of Head Start parents. What institutional changes have occured as a consequence of parent participation?

(b) Learner Role

b-1. How does the strength of the learner role in a particular program affect the quality of the program? What evidence is there that participation in the learner role by the parents has yielded better programs?

b-2. How does the strength of the learner role in a particular program affect the lives of the respective parents? How has the role of learner affected the power and confidence parents feel they have, how they have related to community issues, their effect upon the quality of family living, what they have done since their children have graduated from Head Start, and how they feel about themselves?

b-3. How does the strength of the learner role in a particular program affect the children of those parents in that program? Has their academic performance been affected by their parents' former participation in a learner role in the Head Start program? How do their children feel about themselves and their ability to influence what happens to them? Are their brothers and sisters doing better if their parents have been involved in the learner role?

b-4. Is there any evidence of institutional changes in health, housing, education, and welfare where parents have participated in a learner role in Head Start? What is the evidence that parents participating in a strong learner role are directly associated with such institutional changes? For example, do school or health personnel report any differences in the way parents relate to school before and after the Head Start experience?

b-5. Of those parents who participate in the learner role, how does paid employment in the Head Start program affect the lives of the respective parents and their children?

(c) Differential Effects of Roles

c-1. What is the differential contribution of each role and the combination of roles to the program quality, to the life-style of the parents, to the children. If the effects differ, how?

c-2. What is the differential effect of being a paid employee as compared with having a decision-making role or other learner role for the parents, for the children?

While the value of parent education and participation in the child's development has long been recognized as a central element in optimum growth, the value of parent participation in decision-making about staffing, budget, curriculum, personnel, and other matters relating to program operation has been questioned. We need to examine the Head Start experience for whatever guidance it can offer as to whether the optimism about the value of the role of learner, and the skepticism about the values of the role of decision-maker, as these have been realized in current educational practice, are justified.

The purpose of the total effort, is, then, to assess the impact of the parent participation roles of decision-maker and learner in Head Start on the development of Head Start children and their siblings; on the life styles and attitudes of the parents themselves; on the structure and curriculum of Head Start programs, including parent-staff relationships; and on other institutions affecting children. We need to learn whether Head Start policies with regard to the parent participation roles of decision-maker and learner are sound in relation to Head Start objectives and what kind of parent roles in Head Start, as a prototype early child development program, lead to the greatest immediate and longer-range benefits for Head Start children and their parents.

The study will have significance for Head Start policy and practice. In addition, the findings are needed as guides to the roles for parents anticipated in new child care legislation in order to obtain the greatest benefits.

It will be important for the Contractor to consider which among the many issues concerning participation are most central to Head Start and anticipated other early childhood program needs and which are more peripheral. Then, to design a study that will answer the central questions and which will also be related with other relevant research in this area. A thorough knowledge of the literature and on-going research in this area, and the ability to plan the preparation, field work, analysis and reporting to yield reliable and valid information about the most important issues in a 10-month period will be essential to the success of the project. Work should begin after the contract is signed and the final reports should be available for review two weeks before the 10-month period is over. The draft of the final report is due June 30 and progress reports every three months (December 15, March 15, and June 15) from the anticipated starting date of September 13.

The findings of the study are to be presented in three reports. The first report, which is due 60 days after the starting date, is to focus on the theoretical basis for the parent participation roles of decision-maker and learner in Head Start, and the way these theories have been put into practice. This should include a discussion of the criteria of the parent participation roles of decision-maker and learner, both process and outcomes. Also to be included is a review of the literature on parent participation. The second report should be a technical presentation of the findings of the empirical study, given in sufficient detail that other researchers can assess the validity of the findings and conclusions. The third paper is to report the implications of the findings for future child development programs and Head Start. This report could include a series of recommendations for administrators and decision-makers. It should also contain a non-technical summary of the first two reports of the study, providing sufficient factual information to document recommendations and explain the purpose of the study, and linking new findings with the literature. The Contractor should also be prepared to give briefings to administrators, using slides, charts and handouts.

2. Background Information. Parent participation has been part of Head Start since its beginning in summer 1965. Parent participation and involvement as expressed in Head Start Policy:

   (a) Participation in decision-making about local program policy and practice through class, center and program Policy Councils; 50% of the PC members are required to be Head Start parents.

   (b) Participation in the child's program by serving as paid staff in the classroom or as volunteer.

(c) Activities for parents which they have helped to develop.

(d) Working with their children through own home or at the center. Involvement in cooperation with teachers and other staff members.

2-1. Among the factors that led to early and continued strong emphasis on parent programs in Head Start are:

(a) Theoretical and research support for involving the family, particularly, the mother, in her child's development for the benefit of the target child and his sibs.

(b) Theoretical and political support for involving the poor in decision-making to increase their skills in working through and with community organizations for the benefit of individual families and via institutional change, for the benefit of other families.

(c) Head Start, as part of the Community Action Program, sought to make maximum feasible participation work.

(d) Theoretical support for involving the poor in decision-making and other aspects of the program to strengthen feelings of competence, of being able to initiate action, of the effects being worth the effort, e.g., to foster positive attitudes toward themselves and what would be possible for their children.

(f) Through all of these factors and through employment opportunities, career development and training, to improve the family's economic situation and independence.

2-2. There are, then, four central assumptions why parent participation in decision-making has been a central Head Start objective:

(a) The belief that participation would be good for the programs, since parents would be sensitive to community needs, their children's needs, and deeply concerned with providing good programs for their children.

(b) The belief that such participation would be good for the parents themselves, who could learn that they were able to control what happens and learn how to work within the community structure to reach their own goals.

(c) The belief that such participation would be good for the children. As parents gained self-confidence and inner-direction, they would pass on these attitudes to their children. This effect might initially show up in the children's feelings, attitudes, motives and emotions; later consequences might appear in the children's achievement.

(d) The belief that such participation might lead to greater institutional change in the community, so the school and other groups would be more responsive to the needs of the poor.

How to develop this kind of effective participation has been one of the greatest challenges to Head Start. Relatively little has been documented about the extent to which this challenge has been met, although available data show encouraging increases in such indicators as the proportion of elected PC members and the role of the PC in administrative decisions. The four assumptions have never been rigorously tested, although by now there should be evidence in the hundreds of thousands of parents who have participated in Head Start of the extent to which these four expected benefits have been realized.

2-3. In addition, many parents participate in the context of a learning situation. The objective is to educate parents to improve their capability for child-rearing as well as their ability to cope with the community institutions. Within this learning context, the employment of the parent as a staff member or volunteer is defined as a learning experience rather than that relating to decision-making. There are three assumptions underlying the learning role:

(a) Parents will acquire specific skills and attitudes which will directly benefit the Head Start child's emotional and cognitive development.

(b) The acquired skills and attitudes will diffuse to the siblings of the Head Start child and all other children for which the parent has child-rearing responsibility.

(c) With increased feelings of competence and gratifications in child-rearing, the parents' self-concept and functioning will improve. This may lead to greater effort to effect institutional change either through improving the Head Start Center or through improving community institutions.

Again, how to develop this kind of effective participation has also been one of Head Start's prime goals. We know relatively little about the effects although available data show increases in indicators such as home visits, visits to the classrooms, and child development home use materials. There are several research studies in this area which document changes in parent skills and child development; encouragingly, too, the research literature often reports positive effects on the parents' lives and self-concepts.

It should be made clear that the two parent participation roles (decision-making and learner) need not be rivals; perhaps in ideal programs, there is both high activity and decision-making. Their distinction becomes useful where they can be separated for issues of policy, administration, and program development. The relative importance of the two approaches and their interaction is necessary to achieve the objectives of the Head Start program.

3. Possible Study Design

The design described below should be considered as one among several possible approaches. The Contractor should describe the tasks required, the resources available to him in expertise and experience, and the problems of reliability, validity and inference associated with the study design. He is free to propose adopting the study outlined below, indicating potential problems and how he would solve them. He may accept some components of the study, adding others and again identifying potential problems and how he would solve them. He could modify the study within the 10 months start-to-finish period. In all proposals the Contractor should begin with the specific issues or questions he seeks to answer, relate the specific data collection approach or activity to these questions, make explicit anticipated difficulties in study design, conduct or inference, and demonstrate how his proposed study will provide maximally reliable and valid bases for inference and recommendations relating to the specific questions he is posing.

The Contractor should consider using both available data and whatever new data deemed necessary. Available data include:

1. Data relating parent involvement to child change in both quasi-experimental and experimental studies, 1967-1968 Head Start national evaluations. Principal Investigators for the analyses are Dr. George Dunteman of Research Triangle Institute and Dr. John Coulson of Systems Development Corporation.

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2. Data on parent involvement, class process and child change before, during and after Head Start, quasi-experimental longitudinal study. Principal Investigator: Dr. Virginia Shipman, Educational Testing Service.

3. Data parent involvement, class process and child change, quasi-experimental and experimental variations, Head Start planned variation study, 1969, 1970 data. Principal Investigators: Dr. Tor Meeland, Stanford Research Institute and Dr. Marshall B. Smith, Huron Institute.

4. Data on 150 Head Start programs from monitoring teams surveying all program components.

5. Census questionnaire surveys, summer and full-year programs, 1965-1970. Parent Involvement and participation descriptive data.

6. Regional office and field representative reports, consultant reports: descriptive data.

7. Community and CAP records, including funds allocated to parent activities.

Sources 1, 2 and 3 are on-going studies. The extent of available data and how the parent study will coincide with in-process analyses will need to be worked out with the respective Principal Investigators.

The reliablity of these data and their completeness varies to an unknown degree. In most instances, the data have been collected in service of other concerns than parent participation per se; however, they may be converged to provide a substantial body of information on program characteristics, degree of parent participation, and immediate effects on the children.

New data should focus on the longer-range impact of parent participation. One approach to the effects on parents' lives and on the children would be through surveys of parents who are currently and in the past had participated; interviews with present and past staff, including parent participation specialists, and with school personnel, as well as other community sources.

Such a study might begin with:

1. Identification by each of the ten Regional Offices of about 32 programs consisting of the following:

   (a) Eight programs with high decision-making and low-learning roles
   (b) Eight programs with low decision-making and high-learning roles
   (c) Eight programs high in both roles
   (d) Eight programs low in both roles

From these 320 programs, a smaller sample could be selected to provide a satisfactory distribution by location, community size, delegate agency and other characteristics.

2. In the selected sites, Head Start records could be used to select parents with high participation in decision-making (e.g., PC Chairman or PC Members), those with less participation in decision-making, those with high learning participation (e.g., regular volunteers), and those with little learning participation.

3. Interviews with these parents, other PC members, Head Start staff, and other community personnel could trace family life patterns before participation in Head Start, their experiences in the program, and what has happened since to themselves and to their children. Child interviews and indirect measures, such as school records of grade placement and performance, could provide simple indicators of the child's progress.

4. While it is difficult in retrospective studies to trace cause/effect relations as clearly as prospective studies permit, samples of parents who had applied to Head Start but whose children had not participated due to lack of space, or samples of Head Start eligible parents in control communities where Head Start programs were not available would provide additional information on the extent to which social circumstances beyond Head Start were likely to be associated with similar changes in parents and effects on children.

5. Additional comparison data could be obtained through interviews with parents whose children enrolled for the first time in Fall 1965, and with parents currently involved in Head Start whose children had attended for varying periods of time.

6. An additional comparison would follow-up parents who had participated in home tutoring programs. With the cooperation of the researchers who had initiated these programs or location of some experimental Head Start at home centers it would be possible to compare the relative effects on parents of child development training and parent participation approaches. Head Start has sponsored parent leadership training institutes for several years; follow-up of the graduates of these institutes would represent a "high" level of training and experience in either administration or decision-making participation in a sense similar to that in which participation in the home tutoring programs represents "high" levels of parent learning.

In summary, the proposed study would potentially vary parent participation in learning from the "high" position of the home training/parent educator programs through the "high" position of parent decision-making. Such an approach would require fairly large samples, across several geographic areas. A simpler study would focus on Head Start programs nominated as high and low in parent participation in decision-making and learning. Within Head Start, about one-third of the 800 full-year programs offer full-day services, which could constitute another domain of sample.

The Contractor should discuss issues of sampling, how the samples would be selected, sample-size, preferred stratification by such characteristics as year-of-the-Head-Start-program and delegate agency, sampling and selection of parents, staff and other groups within communities, control and comparison samples, and his reasons for preferring an unselected survey (if this is recommended) or a selected survey (such as described here) design.

The proposal should also address the questions of what program dimensions and what outcome variables would be studied. Family economic status, family employability (in the sense of training and experience), parental self-concepts, parental child-rearing skills, attitudes and information are among the variables suggested. The proposal should discuss these questions and indicate how the Contractor will go about variable and instrument review and selection. In the study, the design and instruments should take into account the heterogeneity of Head Start communities and populations and be sensitive to cultural and ethnic values. The tendency to assume a single "good" life style, a single "right" set of child-rearing practices, a single "preferred" family structure or that individuals entered Head Start with equal life skills, competences and circumstances should be anticipated and avoided.

One common denominator across all Head Start programs is that participation and involvement are not seen as developing dependency on the program, but rather as steps toward greater parental independence (social, emotional and economic) and greater integration with whatever patterns of social comfort, support and reward are deemed appropriate by their communities.

A report on the final design and measures should be submitted four weeks after initiation of the contract (October 1) in which the Contractor should spell out how the variables to be studied and the mode of analysis will take the above considerations into account.

Development of questionnaires, interviews, forms for recording follow-up data on the child and his siblings and other instruments should rely, as far as possible, on utilization of existing measures rather than creation of new ones. The Contractor in preparing the work plan should take into account that questionnaires or structured interviews require Government clearance, which can take between six to eight weeks to obtain. The work plan should speel out time anticipated for selection of variables and measures, completion of sampling, initiation and completion of field work, and time required for data analysis, interpretation and report preparation. At least four months should be allocated to this phase, unless field procedures can reduce substantially the time required for coding and processing. The three parts of the final report are due by June 30, 1972.

Special Conditions of the Project

1. Written progress reports will be presented personally at our quarterly on-day meetings to the OCD Parent Participation Study Review Panel, to be held in Washington, December 15, March 15 and June 15.

2. The Contractor is to intra-murally review his progress by setting up a small group of eminent experts as project consultants, by providing for conferences or symposia on anticipated critical issues or such other approaches as he wishes to propose. The contractor should submit a summary of each critical review by consultants. Also, minority group participation in the project from the beginning as members of the staff and the review group would be essential.

3. Because of the time frame, The Contractor would not be required to recruit, elect and train neighborhood residents as primary data collection agents. The Contractor, if possible, should have field associates already available for survey and interview tasks in numbers sufficient to serve as primary data collectors rather than as field supervisors. The costs of staff recruitment, training and monitoring should be reduced as much as possible by the current availablity of trained, reliable, skilled interviewers and survey staff. Attention should be given, however, in the proposal to issues of gaining entry, data reliability, and interpretability in relation to the field work. The proposal should indicate how the Contractor expects to demonstrate and maintain data reliability.

4. The Contractor should have ready access to facilities to expeditiously handle simple tabulations, cross-tabulations and analyses anticipated for the study. The proposal should discuss the techniques the Contractor has available to decrease data preparation costs and to increase the speed and accuracy of data processing. The proposal should also document the availability of programs needed; extensive new programming will not be an allowable item.

5. The proposal should be prepared in three parts: (a) substantive response to the RFP, (b) statement of organizational capabilities and staff organization chart, and (c) financial statement. In the organization statement, specification of who will be responsible for what part of the project and the total time this person is to be involved should be presented for each key staff member. The principal investigator should allocate not less than 50% of his time to the study. The real time availability of key personnel should be established in terms of the number of other projects to which such personnel are already committed. It would also be expected that the proposed Principal Investigator would have played a central role in drafting the response to his solicitation.

6. In the event that any one organization will not have the field resources, theoretical expertise and management expertise to complete the projects successfully, Consortia among sub-contractors with survey organizations, universities, institutes for research and policy analysis, profit and non-profit organizations would be welcome. Copies of all agreements or sub-contracts should be submitted with the contract.

APPENDIX B

Selection and Classification of Sites

STUDY OF THE EFFECTS OF PARENT PARTICIPATION IN HEAD START

MIDCO Educational Associates, Inc.

MIDCO Educational Associates, Inc. of Denver has contracted with the Office of Child Development, Department of Health, Education and Welfare to conduct a study of the effects of parent participation in Head Start programs. The purpose is to see if parent participation in decision making activities and in learner activities leads to better Head Start programs, to improvements in the community brought about by parents, and whether parent participation is helpful to the Head Start children and the parents themselves. The study began in November, 1971 and is scheduled for completion in September, 1972.

There are several major stages in this project. During the first stage, which was just completed, MIDCO was involved in selecting 20 different Head Start centers scattered across the United States for careful study. To do this it was first necessary to carry out a series of telephone interviews with staff at the agencies and with directors and parents in the Head Start centers. The purpose of these interviews was to get information which would enable us to select centers which are representative, and which meet certain specifications which must be taken into consideration, such as geographic location, urban vs. rural setting, ethnic composition, and levels of parent involvement. Twenty centers have been selected, and now MIDCO staff plan to go into these 20 centers and carry out the next important stage of the study.

The next step will be to select 24 parents and their children in each of the 20 centers to participate in the study. A "data collection team" of two people will go to each center and talk with some of the staff members and will interview several of the parents and their Head Start children. One of the two members of this data collection team will be a person who lives in the community and who is possibly even connected with the Head Start center. The other data collector will be a more experienced and highly trained person, either from MIDCO's staff or elsewhere.

At each center, the data collection team will spend several days interviewing and administering questionnaires to some of the parents who currently have children in Head Start, and some who had children in Head Start last year but not this year. At the same time, they will give some brief tests to their Head Start chiidren. Only a sample of the parents and their children will be selected at each center. MIDCO will pay the parent $10.00 for the child's and his or her participation. It will probably take less than an hour for each parent and each child.

In addition to the parents and children, the team will need to meet with the Center Committee to explain the project and to get some information from them about Head Start parents' activities in the community. The team will need to gather certain information from the Director, teachers and certain other members of the staff. We are aware of how busy people are in the centers and so we won't plan to take up much time from any one staff member.

The information we gather from parents, children, and staff will be treated as confidential. We will report the results of our study after it is finished, but we will not identify people or centers by name in connection with the results. MIDCO and the Office of Child Development are not interested in evaluating or judging individuals or centers. Rather, we are interested in gathering information about how helpful parent participation is in Head Start. This, in turn, will help Head Start to make certain decisions about parent participation which will hopefully help the entire program.

This project is important for the future of Head Start. Its success will depend on the cooperation of everyone at all the centers and agencies, parents and staff alike. MIDCO's experience so far is that everyone has been cooperative and helpful, and we anticipate that this will continue to be true.

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Denver, Colorado 80203
(303) 572-1070

☐ Completed
☐ Call back
Date_____
Time_____
_____

TELEPHONE SURVEY INTERVIEW
SET 1

Name of Agency:_____ OCD Region:_____

Person Interviewed:_____ Title:_____

Date of Call:_____ Phone #:_____

Interviewer:_____ Title:_____

Time Call Began:_____ A.M. P.M. Time ended:_____ A.M. P.M.

If this is not a convenient time, when may I contact you again?

Date:_____ Time:_____ A.M. P.M.

Phone #:_____

Person to Contact:_____

TO BE READ BEFORE STARTING ON QUESTIONS AND ANSWERS.

Your answers are very important. The more accurate they are the more helpful they will be. Your answers will never be used to report the quality of your program. MIDCO can only study programs. We are not monitoring, evaluating, or reporting on your local program. All your answers will be confidential. So, let me repeat that the more accurate your answers are, the more help they will be. Only by identifying what really exists can Head Start know what is really moving along well, and what kinds of emphasis or changes are needed to assist local Head Start programs, staff, and parents.

In order to be very careful with your information, I am going to follow this procedure:

1. I will read a question as you have it before you. Not just the number but the entire question.

2. I will record your answer and then tell you what I have marked or written.

3. If I am not accurate, you can correct me.

4. Then we will go to the next question.

First, I would like to ask you a few background questions.

1. Do you, as the Grantee, operate your own Head Start program or is it delegated to another agency or organization.

Grantee operated#_____ Delegate#_____
Public School delegated #_____ Other delegates #_____

2. How long have you personally been affiliated with the Head Start program?_____

3. How long has your program been in operation? Year started_____

Note: IF your program is delegated, please give us the name of no more than 5 delegate agencies that are representative of the total program.

Name of Delegate Agency
1._____ Year started_____
2._____ Year started_____
3._____ Year started_____
4._____ Year started_____
5._____ Year started_____

4. Name the centers that operate 2 to 5 classrooms that are representative of the total program. Note: Do not list beyond 5 centers.

Names of Centers	Sessions	Operated by
1._____	½ full	_____
2._____	½ full	_____
3._____	½ full	_____
4._____	½ full	_____
5._____	½ full	_____

5. What is the number of children served by your agency in each of the following Ethnic-Racial groups:

	Number
1. Caucasian	
a. Mexican-American	_____
b. Puerto Rican	_____
c. Other Caucasian	_____
2. Black	_____
3. American Indian	_____
4. Oriental	_____
5. Other (specify)	_____
TOTAL	[ ]

6. Are the centers you named in number 4 serving urban, suburban, or rural families?

Can you give us an approximate number, for each center, of the different Ethnic/Racial groups being served?

Names of Centers: (as listed in #4)

1a._____ Urban___Suburban___Rural___

b. Ethnic Composition M.A.___P.R.___O.C.___B.___A.I.___O.___Other___

2a._____ Urban___Suburban___Rural___

b. Ethnic Composition ___P.R.___O.C.___B.___A.I.___O.___Other___

3a._____ Urban___Suburban___Rural___

b. Ethnic Composition M.A.___P.R.___O.C.___B.___A.I.___O.___Other___

4a._____Urban___Suburban___Rural___

b. Ethnic Composition M.A.___P.R.___O.C.___B.___A.I.___O.___Other___

5a._____ Urban___Suburban___Rural___

b. Ethnic Composition M.A.___P.R.___O.C.___B.___A.I.___O.___Other___

7. Can you supply us with the name of the OCD Community Representative for your agency?

Name_____

8. What is the name address, and telephone number of the Policy Council/ Committee Chairman?

Name_____ Council or Committee

Address_____

Phone #_____/_____

9. What is the name, address, and telephone number of the grantee and/or delegate agency director?

Name_____ Grantee or Delegate

Address_____

Phone #_____/_____

10. What is the name, address, and telephone number of the Parent Involvement staff member who could best help us with possible responses later on?

Name_____ Title_____

Address_____

Phone #_____/_____

11. Note: Brief explanation by interviewer might be required.

a. Using the definition given on high and low in Decision-making opportunities for parents, how would you rate your agency in comparison to other agencies?

very low_____ low_____ high_____ very high_____

b. Using the definition given on high and low in Learning opportunities for parents, how would you rate your agency in comparison to other agencies?

very low_____ low_____ high_____ very high_____

12. Are any of the centers listed in #4 involved in any research projects conducted by outside groups? yes_____ no_____ If yes, please explain.

_____

_____

Time phone call ended: _____A.M.
_____P.M.

13. Referring to the centers listed in question #4, we would like to know the names, addresses and telephone numbers of both the Head Start Center Director and the Committee Chairman.

1. Director (name) _____

(address) _____

(phone) ____/_____

Chairman (name) _____

(address) _____

phone) ____/_____

2. Director (name) _____

(address) _____

(phone) ____/_____

Chairman (name) _____

(address) _____

(phone) ____/_____

3. Director (name) _____

(address) _____

(phone) ____/_____

Chairman (name) _____

(address) _____

(phone) ____/_____

4. Director (name) _____

(address) _____

(phone) ____/_____

Chairman (name) _____

(address) _____

(phone) ____/_____

5. Director (name) _____

(address) _____

(phone) ____/_____

Chairman (name) _____

(address) _____

MIDCO EDUCATIONAL ASSOCIATES, INC.
818 Seventeenth STreet, Suite 830
Denver, Colorado 80202
(303) 572-1070

☐ Completed
☐ Call back
date_____
time_____
phone_____

TELEPHONE SURVEY
SET 2

Name of agency_____ OCD region_____

Name of Center_____

Address_____

City_____ State_____ Zip_____

Person Interviewed_____ Title_____

Phone #_____/_____ Date of call Feb. , 1972

Interviewer_____

Time call began_____ a.m. p.m. Time ended_____ a.m. p.m.

If this is not a convenient time, when may I contact you again?

Date_____ Time_____ a.m. p.m.

Phone #_____/_____ Person to contact_____

TO BE READ BEFORE STARTING ON QUESTIONS AND ANSWERS

Your answers are very important. The more accurate they are the more helpful they will be. Your answers will never be used to report the quality of your program. MIDCO can only study programs. We are not monitoring, evaluating, or reporting on your local program. All your answers will be confidential. So, let me repeat that the more accurate your answers are the more help they will be. Only by identifying what really exists can Head Start know what is really moving along well, and what kinds of emphasis or changes are needed to assist local Head Start programs, staff, and parents.

In order to be very careful with your information, I am going to follow this procedure:

1. I will ask you to look at the question as you have it before you. Not just the number but the entire question. I will then listen to your response. Some I will read for you. If you need any assistance or clarification, let me know and I will help.

2. I will record your response on my copy. I will read back some of the responses to make sure they are correct.

3. Then we will go to the next question. Are you ready to begin? Do you have your questionnaire before you?

Learner Role

I. Parent Activities

1. How many Head Start parents are served by your Center?_____

___ 2. Does the Head Start grant include a line item for parent activities?

yes_____ no_____
(2) (1)

a. How many dollars were budgeted for this year? $_____

b. What was the amount budgeted for last year? $_____
(2) Increase
(1) Decrease

___ 3. What were some of the parent activities for which funds have been used at your center since September, 1970? (Check the different activities--list any not covered)

_____Basic Adult education
_____Consumer Education
_____Career Development
_____Health-Nutrition
_____Training Programs
_____Community Improvement
_____Self-help Programs
_____Parent-child Relations
_____Social-cultural Activities
_____Raising Funds
_____Others_____
_____Others_____
____

(1) none or 1

(2) 2 or 3

(3) 4 or more

[ ] TOTAL

___ 4. How many of the Head Start parents at your Center were involved in each of these activities since September, 1970? (Use past records if possible, or estimate as closely as possible)

_____Basic Adult Education
_____Consumer Education
_____Career Development
_____Health-Nutrition
_____Training Programs
_____Community Improvement
_____Self-help Programs
_____Parent-child Relations
_____Social-cultural Activities
_____Raising Funds
_____Others_____
_____Others_____
____

a. 1 point for each activity in which 10 or more parents were involved

b. give 1 point extra credit for 6 or more activities listed

c. use center size formula

[ ] TOTAL

II. Volunteer Activities

____ 5. What percent of your total volunteer help comes from Head Start parents at your Center? (refer to records or estimate)

_____% (1) less than 20%
(2) 21% to 49%
(3) 50% or more

____ 6. Volunteer activities which parents have participated in (include any others not listed)

	Number of parents
Dental	_____
medical	_____
nutrition	_____
psychological	_____
classroom	_____
playground	_____
tutoring	_____
babysitting	_____
field trips	_____
_____	_____
_____	_____
_____	_____

a. 1 point for each activity in which 10 or more parents participate

b. give 1 point extra credit for 6 or more activities listed

c. use center size formula

____ 7. When parents are serving as volunteers, do most of them

_____ Offer active assistance? (2)

_____ need to be encouraged? (1)

_____ prefer to observe? (1)

____ 8. How does your Center recruit parents for volunteer activities? (please explain briefly)

_____

_____

_____

Check only 1
(1) Personal contact: staff to parent only
(2) Personal contact: staff to parent plus use of planned printed material
(3) Personal contact: parent to parent, staff to parent, plus use of planned printed material

____ 9. To what extent should Head Start parents be encouraged to volunteer and to be involved?

_____

_____

_____

(3) extremely important--major goal of parent involvement
(2) important
(1) required as part of Head Start Policy

III. Parent Contacts

____ 10. What procedures or ways does your Center have or use for informing and contacting Head Start parents?

_____

_____

_____

(1) printed material only
(2) staff only
(3) printed material plus staff
(4) printed material plus staff plus parents

IV. Paid Employees

11. What is the total number of Center staff? _____

____ 12. What percentage of the paid employees, at your Center, both in and out of the classroom, are current or former parents of Head Start children?_____% (1) less than 25%
(2) 25% - 50%
(4) over 50%

V. Home Use Materials

____ 13. Does your Center make available materials and supplies to Head STart parents for use in the home?

yes____ no____ If yes, for whom are the materials intended?
(2) (1) _____

VI. Home Visits

____ 14. One the average, how many yearly home visits per family are made by all members of the staff?

(1) less than 3 visits_____
(2) 4 to 6 visits _____
(3) 6 or more _____

Decision-making Role

VII. Policy Council/Committee

_____15. Does your agency have written guidelines from OCD for your Policy Council/Committee to follow?

yes_____ no____
(2) (1)

What are the titles of the documents?

(1) Head Start Manual_____

(1) Addendum (8-10-70)_____

(1) Other _____

_____ 16. How are the members of the Committee chosen?

_____

_____

(1) parents are involved very little or not at all
(2) parents decide with monitoring by staff
(3) totally decided by parents

_____17. Has information been distributed to parents about the role and function of the Policy Council/Committee?

____A1. yes _____(2) A2. If yes, describe the materials and the content.

no _____(1) _____

_____

_____
(1 point for each one described above)

____B. Who distributed the information to parents?

_____

_____

(1) information was mailed without personal contact
(2) staff participated
(3) staff and parents participated

_____18. Who is involved in preparing the agenda for Center Committee meetings?

_____

(1) parents are not involved
(2) parents are involved in a significant way

_____ 19. Who generally runs the meetings?

_____

(1) staff presides most of the time
(2) parents preside with staff overseeing
(3) parents preside completely

_____ 20. Does the Center Committee have by-laws?

yes_____ no_____
(2) (1)

Who participated in the development of the by-laws?

_____

(3) If parents played a significant role in developing the by-laws

_____ 21. Does the Center Committee keep a written record of the minutes of the meetings?

yes_____ no_____
(2) (1)

_____ 22. Since September, 1970, have you had any parents who initiated requests for Center activities, program changes, or program improvements?

yes _____ (2) If yes, give details of specific requests made by parents.

_____

no _____ (1)

_____

_____

_____

_____

_____

(1 point for each request mentioned)

_____ 23. Since September, 1970, have parents requested reports of recommendations made by the Policy or Center Committee?

yes _____ (2) If yes, list some of the reports given to the parents.

1. _____

no _____ (1)

2. _____

3. _____

(1 point for each report mentioned)

_____24. What has been the role of the Center Committee in preparing proposals for funding?

_____

_____

_____

(1) center committee plays absolutely no role
(2) center committee only approves or disapproves
(3) center committee plays an active role through total committee or committee representatives participation

III. Parent Roles

____ 25. Has a Center or agency staff member been clearly identified to coordinate the parent program?

yes___ no_____ Center level _____ agency level _____
(2) (1) (2) (1)

If yes, identify that person by name and title.

Name_____

Title_____

(2 extra points if the word "parent" is part of the title)

Proportion of time devoted to position of coordinating the parent program in your Center by person named above.

Time_____

(1) 0-25%
(2) 26%-50%
(3) 51%-75%
(4) 76%-100%

Has staff member received parent involvement training?

yes _____ no_____
(2) (1)

____ 26. Who decides how the parent activity funds in the Head Start program are used?

a. Federal funds?
staff_____parents_____Council or Committee_____
(1) (2) (2)

b. Money raised locally?
staff_____parents_____Council or Committee_____
(1) (2) (2)

c. Who handles the locally raised funds?
staff_____ parents_____ Council or Committee_____
(1) (2) (2)

_____27. What is the role of the Center Committee in decisions related to hiring and firing of staff?

_____

_____

_____

(1) center committee plays little or no role
(2) center committee plays a significant role

____ 28. Who has been most influential in determining the location of Head Start centers?

_____

(1) parents had little or no part in determining the location of the H.S. Center
(2) parents have been influential in determining the location of the H.S. Center

____ 29. Did parents from your Center assist in the preparation of the most recent request for funds to operate your Head Start program?

yes____ no____
(2) (1)

_____30. Have parents made a written evaluation of the Head Start program?

yes_____ no_____ Evaluation made, but not written _____
(3) (1) (2)

____ 31. Are there facilities in the Center available for use by parents or parent groups

during the day? yes____ no____ during the evening? yes____ no_____
(2) (1) (2) (1)

____ 32. How often on a monthly basis do parents or parent groups use the facilities for parent activities?

a. during the day_____ a. 1 point for every 2 times used

b. during the evening _____ b. use center size formula

[ ] TOTAL

_____33. How often do parents on the Center Committee approve actions without knowing or understanding what they are approving?

quite often	_____	(1)
often	_____	(1)
half the time	_____	(2)
seldom	_____	(3)
never	_____	(4)

_____24. How much are parents able to contribute to the process of hiring and firing of staff?

absolutely nothing	_____	(1)
very little	_____	(1)
some	_____	(2)
quite a bit	_____	(3)
a great deal	_____	(4)

SITE DEMOGRAPHIC FORM

Name of Center _____

Address _____ Zip _____

Phone ____ / _____

A. Name of Center Director/Head Teacher _____

Business Phone ____ / _____ Home Phone ____ / _____

B. Name of Parent Involvement/Social Services Person _____

Business Phone ____ / _____ Home Phone ____ / _____

C. Name of Community Interviewer _____

Address _____ Zip _____

Business Phone ____ / _____ Home Phone ____ / _____

Name of Grantee Agency _____

Address _____ Zip _____

A. Executive Director _____

Phone ____ / _____

B. Head Start Director _____

Phone ____ / _____

Name of Delegate Agency _____

Address _____ Zip _____

A. Executive Director _____

Phone ____ / _____

B. Head Start Director _____

Phone ____ / _____

Year Center started _____

Calendar: Program-Open Date _____, 1971 Program-Close Date _____, 1972

Total days in session (open date to close date) _____ Days

Operates Full Day Sessions	Yes ( ) No ( )	Operates Half Day Sessions	Yes ( ) No ( )	Total Hours in Sessions _____ am _____ pm _____ total

Ethnicity of Center Children

A. Caucasian
   a. Mexican-American _____
   b. Puerto Rican _____
   c. Other Caucasian _____

B. Black _____

C. American Indian _____

D. Oriental _____

E. Other (specify) _____

TOTAL [ ]

Ethnicity of Center Staff

A. Caucasian
   a. Mexican-American _____
   b. Puerto Rican _____
   c. Other Caucasian _____

B. Black _____

C. American Indian _____

D. Oriental _____

E. Other (specify) _____

TOTAL [ ]

. Ages of Children served by center

Threes_____ Fours_____ Fives_____ Sixes_____

. Sex of Children in study

Number of Males_____ Number of Females_____ Total_____

. Center predominately serves

Urban families_____ Rural families_____ Suburban families_____

. Number of parents served by Center_____

. Other Community poeple interviewed for position of Community Interviewer

A. _____

_____ Zip_____

Telephone_____/_____

B. _____

_____ Zip_____

Telephone_____/_____

otes, Comments, Reactions of MIDCO Visitor

APPENDIX C

Selection and Classification of Subjects

Procedure For On Site Classification Of Parents

In selecting the subject sample within each center, the primary purpose of the study does not permit the selection of a random sample of parents and children. Rather, parents selected on the basis of the strength of their involvement in each of the two types of parent participation activities, learner activities and decision making activities, will be studied along with their Head Start children.

Decision making activities, for the purpose of this study include service on the Policy Council, Policy Committee and Center or Classroom Parent Committees. Less formally they include parent initiated requests for center activities, program changes and program improvements. (See Decision Making Activities: Parent Selection Guide)

Learner activities include parent participation at the center level as observers, volunteers, and/or paid employees in educational activities, such as helping to prepare and serve food; in the health component, such as accompanying children to the dentist or doctor's office; in the administrative component, such as assisting and record keeping; etc. More informally, but just as important, parents as learners are involved in basic adult education programs, community improvement activities, and home visitations contacts with the Head Start staff. (See Learning Activities: Parent Selection Guide)

In each of the 20 centers to be studied, 24 parent-child pairs will be selected. Ten of the parent-child pairs will be designated as "current" parents and "current" Head Start children, if the child is currently in Head Start and this is his first year. Ten of the parent-child pairs will be designated "former" parents and "former" Head Start children, as defined by the child having been in his first and only year of Head Start in the academic year preceeding the current one, and if he is currently in kindergarten or first grade. The remaining four parent-child pairs will be designated as "paid employee" parents and "paid employees" children if one of the parents is a paid employee of the center and has been at least 10 hours per week

since the beginning of the current academic year, and so long as that employee's child meets the requirements for being either a currrent Head Start child or a former Head Start child as defined in the preceeding two classifications.

Within each of the two major classifications--former and current-- parents will further be selected on the basis of the degree or strength of involvement or participation in Head Start. More specifically, the parents will be selected by the local parent involvement/social services staff member and the MIDCO staff member during the site verification visit.

The MIDCO staff will first orient the local parent involvement/social services staff member with (1) the Definition of Learner and Decision Making Roles and (2) Decision-making Activities/Learning Activities: Parents Selection Guide. The local staff member will be asked to select parents who would fit into each of the following four categories:

1) High in decision-making activities and high in learning activities.

2) High in decision-making activities and low in learning activities.

3) Low in decision-making activities and high in learning activities.

4) Low in decision-making activities and low in learning activities.

During the third selection procedure, the MIDCO staff member will check with the local staff member on each parent selected as to the rationale for putting each parent into the four categories (cells). Alternates will be selected for each of the categories (cells). In interviewing the parents, final verification questions will be asked to confirm or refute their classification on each of the two roles. An attempt will be made to obtain three each in the high-high and low-low categories, and two each in the high-low, low-high categories, for current and former parents separately.

In addition, every effort will be made to balance or select parents on the basis of ethnicity. Attempts will be made to maintain ethnic proportion in each of the four cells. Attached is a form that will be used by the local staff member to record the names of the classified parents. MIDCO will keep the completed copy for data analyses while the local staff member will use the names of the selected parents to schedule interview times/dates during the data collection visit.

Only one parent will be selected for study in each family unit. A parent need not be a biological parent. The parent who has been most involved with the Head Start program will be selected for interview and testing whenever there are two parents in the household. If there is only one parent in the family unit, then that parent will be interviewed and tested.

DECISION MAKING ACTIVITIES: PARENT SELECTION GUIDE

1. Parent Committees

   a. Parents working closely with their children's teachers to better determine curriculum and the daily activities program.

   b. Parents planning and conducting informal and formal center programs and activities

2. Center Committees

   a. Parents planning and conducting programs and activities that meet the expressed interest and needs of the parents

   b. Parents participating in the development of policies and procedures for the operation of all phases of the Center's programs such as recruiting, screening, hiring, and terminating Head Start employees, and establishing machinery for hearing and resolving grievances

   c. Parents representing the center on the Policy Council or Policy Committee

3. Policy Committees

   a. Parents setting overall policies and procedures for the Delegate Agency's Head Start program

   b. Parents approving the appointment of the Delegate Agency's Head Start Director

   c. Parents representing the Policy Committee on the Policy Council

   d. Parents identifying program and community needs and assisting in developing resources to meet these needs

   e. Parents becoming members on Neighborhood Councils

4. Policy Councils

   a. Parents approving the appointment of the grantee's Head Start Director

   b. Parents arranging to participate in a training program for Policy Councils

   c. Parents serving as a link between Head Start and the Community Action Agency Board, the Policy Committees, Boards of Education, social service agencies, business-community groups, or citizen groups

   d. Parents establishing a grievance committee

   e. Parents assuming some responsibility for communication between Head Start staff and parents.

   f. Parents providing leadership to the total community in attempting to find solutions to community-wide problems in such areas as: health, education, employment, welfare, housing, recreation, and restrictive union membership.

   g. Parents establishing overall program goals and evaluating the total Head Start program

   h. Parents approving the proposal for the next succeeding program year

1. Parents as paid workers and volunteers

   a. Baby sitters--For other Head Start parents at the center, in homes and in neighborhood baby sitting centers

   b. Teacher aides--In classroom and out-of-doors activities; preparing materials; escorting children on trips; etc.

   c. Drivers--car pools to take Head Start parents and children to and from the center; on trips to hospital and social services agencies

   d. Recruiters--for eligible children; encourage parents to participate and become involved in Head Start program

   e. Health aides

   f. Nutrition aides--assist in meal planning, food preparation and serving

   g. Interviewers

   h. Research assistants

   i. Office workers

   j. Facility "Fixers"

   k. Shopping aides--for center supplies; and to assist other Head Start parents

   l. Librarian--for staff, parent and children's materials

   m. Photographer--for center activities

   n. Editor and reporters--for center newsletter

   o. Barbers and beauticians--for Head Start parents and children

   p. Social service aides--home visitors, welcome newcomers to neighborhood, homemaker aides, escorts to social agencies

   q. Comparison shoppers--for consumer education programs

   r. Speakers bureau--inform community groups about the Head Start programs; its goals, successes and problems

   s. Group leaders in parent program activities such as;
      Arts and crafts activities
      Drama group
      Classes in cooking
      Sewing, choral singing and speaking, etc.
      Personal Grooming
      Consumer Education
      Community Resources
      Liaisons between center and various community organizations

2. Community Out-reach

   a. Participation in local and state Consumer Education Councils

   b. Obtaining information about sources for funding parent developed programs such as:

      (1) Local CAP

      (2) Small business Administration (SBA)

      (3) Department of Commerce

      (4) Farmers Home Administration

      (5) Federal Housing Administration

      (6) Housing and Urban Development

3. Health Programs

   a. Community health problems and resources

   b. Safety at home

   c. Federal medical programs

      (1) Medicare

      (2) Family planning

      (3) Food commodities program

   d. Prenatal care

   e. Children diseases--symptoms, protection

   f. First aid

   g. Overweight and underweight problems

   h. Drug addiction and alcoholism

   i. Health careers

4. Do-it-yourself Activities

   a. Fund raising: Bazaar, cake sale, dinner/luncheon

   b. Swap shop--parents exchange clothes, furniture, etc.

   c. Furniture "hospital"--fathers repair and refinish used furniture

   d. Santa Claus workshop--parents make inexpensive gifts such as: toys, dolls, decorations, table centerpieces

   e. Home decorating

   f. Handyman's club--fathers help each other make home repairs

5. Career development programs and workshops

   a. Adult educational and career development information displayed for parents from Regional Training Officer, public and private high schools, colleges (four year and two year) universities, state and local employment services

6. Basic adult education programs

   a. The programs might include

      (1) Basic English

      (2) American and world history

      (3) Foreign language

      (4) Typing, clerical and office skills

      (5) Personal hygiene and health

7. Consumer education workshops

   a. How to buy and how to avoid being over-charged

   b. How neighborhood residents can protect themselves from fraud and deception

   c. What are the consumers' legal rights and obligations

   d. What agencies protect the consumers' rights

   e. How to use these protection agencies

   f. The development of comparative shopping and fact-finding techniques

   g. How to buy food through the Food Stamp Program

   h. How to make and stick to a budget

   i. Planning and preparing balanced, well cooked meals

   j. Installment buying--interest rates, contractual agreements

   k. Home purchasing--problems and pitfalls of the contract plan

8. Social and cultural activities

   a. Activities for the personal enrichment, growth and fun for parents such as:

      (1) A trip to the zoo, the museum or local historical sites

      (2) A picnic in the park

      (3) A visit to the health center or school

      (4) A trip to the baseball park

      (5) Recreational evenings with bowling, basketball, checkers, dancing, dominoes, etc

      (6) A group of fathers repairing toys or mending furniture

9. Informal participation

   a. Parents attending a luncheon or social

   b. Parents attending informal coffee hours, trips, or excursions

   c. Parents attending group discussions on topics of interest

   d. Parents forming weight reduction groups or father groups

PARENT PARTICIPATION FORM
(CURRENT)

DM-Parents who have actively served on the Policy Council/Committee or Center or class parent committees, or who have helped to make decisions about any phase of the Head Start program.

L-Parents who have actively participated as volunteers or observers, attended workshops or parent education programs, worked on community services, worked in parent activities, etc.

1. _____

Child _____

2. _____

Child _____

3. _____

Child _____

4. _____

Child _____

A. _____

Child _____

DM-Parents who have not actively served on the Policy Council/Committee or Center or class parent committees, or who have not helped make decisions about any phase of the Head Start program.

L-Parents who have actively participated as volunteers or observers, attended workshops or parent education programs, worked on community services, worked in parent activities etc.

1. _____

Child _____

2. _____

Child _____

A. _____

Child _____

A. _____

Child _____

DM-Parents who have actively served on the Policy Council/Committee or Center or class parent committees, or who have helped make decisions about any phase of the Head Start program.

L-Parents who have not participated as volunteers or observers, attended workshops or parent education programs, worked on community services, worked in parent activities, etc.

1. _____

Child _____

2. _____

Child _____

A. _____

Child _____

A. _____

Child _____

DM-Parents who have not actively served on the Policy Council/Committee or Center or class parent committees, or who have not helped make decisions about any phase of the Head Start program.

L-Parents who have not participated as volunteers or observers, attended workshops or parent education programs, worked on community services, worked in parent activities, etc.

1. _____

Child _____

2. _____

Child _____

3. _____

Child _____

4. _____

Chlld _____

A. _____

Child _____

PARENT PARTICIPATION FORM
(FORMER)

DM-Parents who have actively served on the Policy Council/Committee or Center or Class parent committees, or who have helped make decisions about any phase of the Head Start program.

L-Parents who have actively participated as volunteers or observers, attended workshops or parent education programs worked on community services, worked in parent activities, etc.

1. _____

Child_____

2. _____

Child_____

3. _____

Child_____

A. _____

Child_____

A. _____

Child_____

DM-Parents who have not-actively served on the Policy Council/Committee or Center or Class parent committees, or who have helped make decisions about any phase of the Head Start program.

L-Parents who have actively participated as volunteers or observers, attended workshops or parent education programs worked on community services, worked in parent activities, etc.

1. _____

Child_____

2. _____

Child_____

A. _____

Child_____

A. _____

Child_____

DM-Parents who have actively served on the Policy Council/Committee or Center or class parent committees, or who have helped make decisions about any phase of the Head Start Program

L-Parents who have not participated as volunteers or observers, attended workshops or parent education programs, worked on community services, worked in parent activities, etc.

1. _____

Child_____

2. _____

Child_____

A. _____

Child_____

A. _____

Child_____

DM-Parents who have not actively served on the Policy Council/Committee or Center or class parent committees, or who have helped make decisions about any phase of the Head Start program

L-Parents who have not participated as volunteers or observers, attended workshops or parent education programs, worked on community services, worked in parent activities, etc.

1. _____

Child_____

2. _____

Child_____

3. _____

Child_____

A. _____

Child_____

A. _____

Child_____

CRITERIA FOR SELECTING COMMUNITY INTERVIEWERS

MIDCO Educational Associates of Denver will interview three local people when it makes its first visit to the Head Start site during March. From the three interviews, one local person will be hired by MIDCO to assist in its national study of parent participation in Head Start at that site. Using the following criteria we would like you and your local social services staff member to give some thought to three possible persons that you would recommend we interview. The major task of the person selected will be to schedule and interview 24 local Head Start parents sometime during April or the first part of May.

MIDCO would like to interview three local people who:

1. have respect and rapport with the community, parents, agency and staff.
2. will be able to keep information confidential.
3. have the language skills for talking easily with parents.
4. are able to take and follow instructions.
5. are reliable, prompt and responsible.
6. are representative of the major ethnic group of the Head Start center.
7. will be willing to work with and coordinate the interviews of the MIDCO child interviewer.
8. would be free to have three days of intensive training in Denver on March 29, 30 and 31 (note: MIDCO would pay salary, travel and expenses during the training).
9. would be free to work 5-8 days during April or May.
10. have access to a car (mileage will be paid).
11. have access to a telephone.
12. are free to work some evenings.

From the three interviews <u>one</u> person will be hired by MIDCO at approximately $30-40 a day plus daily expenses.

APPENDIX D

Training

AGENDA

MIDCO EDUCATIONAL ASSOCIATES

ORIENTATION/TRAINING

FIRST DAY

Wednesday, March 29, 1972

9:00-12:00 Opening Session (All participants)

A. Welcome
B. Introductions
C. Discuss pre-training mechanics
D. Purpose and goals of the MIDCO training session
E. Procedure for the three day training session

10:00-10:15 COFFEE BREAK

F. Short film
G. Overview of the MIDCO research project

1. MIDCO-Washington OCD-Regional OCD-Local sites-relationships
2. History of parent participation in Head Start
3. Literature review component
4. Empirical component
5. Goals of the research project
6. Field survey design

12:00-1:30 LUNCH

1:30-2:30 Session 2a (Community Interviewers)

A. Overview of instruments from Parent Packet
B. Discussion of:

1. Techniques of interviewing parents (e.g., establishing rapport)
   a. Use of local community knowledge in interviewing parents
   b. Possible sensitive areas
   c. Local facilities for interviewing parents

2:30-3:30

2. Individual instruments (parent packet)
   a. Program quality
   b. Then-now (child)
   c. Community involvement
   d. Involvement in Head Start
   e. Home Behavior Inventory
   f. Quality of Life
   g. Then-Now (self)
   h. Social-alienation (McClosky-Schaar)
   i. Social-alienation (Jessor)
   j. I-E Locus of Control
   k. Miskimins (MSGO) etc.

3:30-3:45 COFFEE BREAK

3:45-5:00 Continue discussion of parent interviewing and parent packet

1:30-3:30 Session 2b (Team Leaders)

A. Overview of instruments from childs' packet
B. Discussion of:

1. Techniques of interviewing children
   a. Use of local community knowledge in interviewing children
   b. Possible sensitive areas
   c. Local facilities for interviewing children

2. Individual instruments (child packet)
   a. Draw-A-Line
   b. Classroom Behavior Inventory
   c. Brown IDS
   d. Preschool Inventory
   e. Children's Self-social Constructs Test
   f. Peabody Picture Vocabulary

3:30-3:45 COFFEE BREAK

3:45:5:00 C. Overview of instruments

1. Parent Packet
2. Program Quality
3. Program Observation Checklist

SECOND DAY

Thursday, March 30, 1972

8:30-9:30 Session 1 (All participants)

A. Viewing, discussion and analysis of video tape of parent and child interviews

9:30-10:15 Session 2a (Groups)

A. 1. Community interviewers discuss parent interview
2. Team Leaders discuss child interviews

10:15-10:30 COFFEE BREAK

10:30-12:30 (GROUPS)

(Session 3a Community Interviewers)

A. Simulation or role playing for practice with the parent packet
1. Community interviewers form pairs and practice administering each of the instruments to one another. One interviews while the other interviewer assumes the role of a parent
2. Discussion and analysis
3. The roles are reversed and practice continues
4. Summary with community interviewers

(Session 3b Team Leaders)

A. Simulation or role playing for practice with the child packet
1. Team leaders form dyads and practice administering each of the instruments to one another. One interviews while the other assumes role of child.
2. Discussion and analysis
3. The roles are reversed and practice continues
4. Summary with child interviewers

12:30-1:30 LUNCH

1:30-2:30 Session 4 (All participants)

A. Overview of Institutional Change

2:30-2:45 COFFEE BREAK

2:45-5:00 Session 5 (Groups)

A. Simulation of Institutional Change procedures

B. Discussion

THIRD DAY

Friday, March 31, 1972

8;30-10:15 Session 1 (All participants)

A. Site logistics

1. Scheduling
2. Materials
3. Babysitting
4. Transportation
5. Facilities

10:15-10:30 COFFEE BREAK

10:30-12:00

6. Data collection
7. Quality control
8. Data return
9. Written reports
10. Wrap-up conference

APPENDIX E

Parent Instruments

PARENT/CHILD

DEMOGRAPHIC INFORMATION

From Head Start Records

Name of Head Start Center_____

City_____State_____

Child's Name_____Sex____Birth Date_____

Address_____Phone_____

Ethnic Origin: Black ( ) American Indian ( )

Mexican American ( ) Oriental ( )

Puerto Rican ( ) Other (specify) ( )

Other Caucasian ( ) _____

Total Family income for the year $_____

Name of parent or other person to be interviewed_____

Mother ( ) Father ( ) Real ( )

Step ( )

Foster( )

Other (specify)_____

Number of years child has been in full year Head Start: 1 2 3 4
(circle one)

Number of years child has been in Summer Head Start programs 1 2 3 4
(circle one)

If subject is a former Head Start child, he or she is in:

Kindergarten ( )

1st Grade ( )

Name of School_____ Address_____

How long has parent had children in Head Start?_____yrs.___ Months?____

How many children did this parent have in Head Start before this one?____

DEMOGRAPHIC INFORMATION

1. Name of Head Start child_____

2. Head of household: Father ( ) Mother ( ) Other (specify)_____

3. Father's name_____Age_____

   Last grade completed in school_____Employed Yes____ No_____

   What kind of work does he do?_____

   Length of time at present job: years_____ months_____

   Number of different jobs held last two years_____

4. Mother's name_____Age_____

   Last grade completed in school _____Employed Yes____ No____

   Specific kind of work_____

   Length of time at present job: years_____ months_____

   Number of different jobs held last two years_____

5. Parents in the home

   both parents ( ) real ( ) step ( ) foster ( )
   mother only ( ) real ( ) step ( ) foster ( )
   father only ( ) real ( ) step ( ) foster ( )

6. Birth order of children in the family:

   age--write in above solid line
   Sex--circle B for boy, circle G for girl
   Head Start child being interviewed--indicate with a box around the age
   Draw a triangle around the children in the family who have been or are in Head Start other than the children being interviewed.
   Write "D" between the B and G for any who have died.

1	2	3	4	5	6	7	8	9	10	11	12
B G	B G	B G	B G	B G	B G	B G	B G	B G	B G	B G	B G

7. Language spoken most often in home? English ( ) Spanish ( ) Other_____ (specify)

8. How many years have you lived in this city or county? _____

9. Is your residence a single family dwelling_____ or a multi-family dwelling (apartment house, etc.)? _____

10. How many rooms are there in your home, not counting the bathrooms?_____

11. Do you (does your husband or wife) own a car? yes____ no_____

12. If you do not own a car, do you have other transportation (friend's car, bus, etc.) that is easily available for your use? yes____ no____

13. Do you have a valid driver's license? yes_____ no_____

14. Do you have a library card? yes____ no____

Taking all things together, how would you say things are these days--would you say you are very happy, pretty happy or not too happy these days?

Very ☐ Pretty ☐ Not Too ☐

In general, how satisfying do you find the way you are spending your life these days? Would you call it completely satisfying, pretty satisfying, or not very satisfying?

Completely ☐ Pretty ☐ Not Very ☐

INSTRUCTIONS

Here is a picture of a ladder. Suppose we say that at the top of the ladder (Value 10) represents the best possible life for you and the bottom (Value 0) represents the worst possible life for you.

1. Where would you say you are right now on the ladder? Circle one number below.

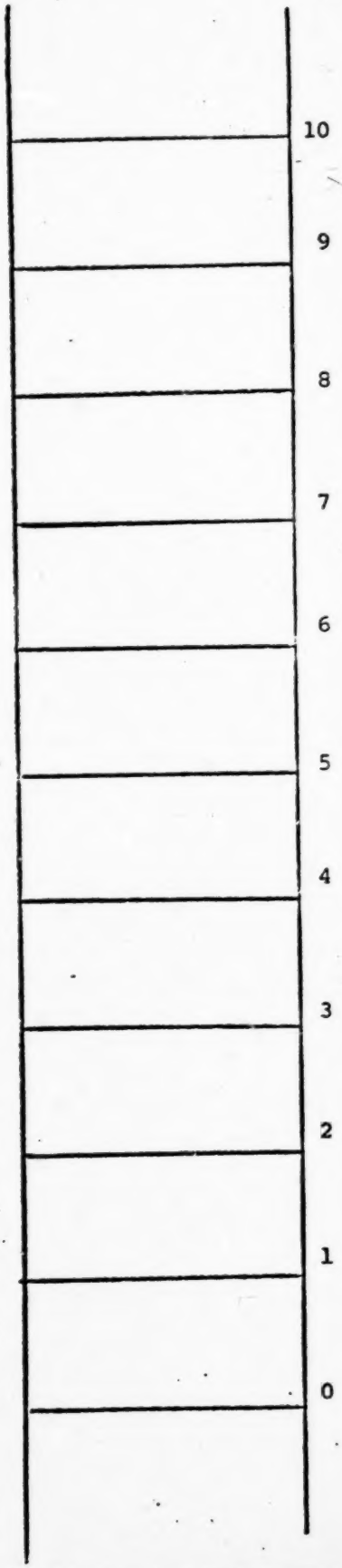
   0 1 2 3 4 5 6 7 8 9 10

2. Where would you say you were a couple of years ago? Circle one number below.

   0 1 2 3 4 5 6 7 8 9 10

3. Where would you say you are likely to be a few years from now? Circle one number.

   0 1 2 3 4 5 6 7 8 9 10



1. How helpful have the services offered by the social worker or parent counselor been to your child?

   a. _____not at all
   b. _____somewhat
   c. _____highly valuable

2. How much help has having food served to the child at the Center been to you?

   a. _____not at all
   b. _____somewhat helpful
   c. _____very helpful

3. How much help has it been to your child to have food served at the Center?

   a. _____not at all
   b. _____somewhat good for the child
   c. _____very good for the child

4. Does your child like the food?

   a. _____not really
   b. _____sometimes
   c. _____usually
   d. _____always

5. How useful has it been for your children to learn about different foods?

   a. _____haven't learned anything
   b. _____not very useful
   c. _____somewhat useful
   d. _____very useful

6. How much help have medical-dental services been to your child?

   a. _____not at all
   b. _____somewhat helpful
   c. _____very helpful
   d. _____exceptionally helpful

7. How useful are the things your child is learning in Head Start?

   a. _____not very useful
   b. _____somewhat useful
   c. _____very useful

8. Does your child enjoy the field trip?

   a. _____no
   b. _____some
   c. _____a lot

9. How much is your child learning in Head Start?

   a. _____not very much
   b. _____some
   c. _____a lot

10. How good an administrator is the Center Director?

a. _____poor
b. _____fair
c. _____good
d. _____excellent
e. _____don't know

11. Does your child like Head Start?

a. _____don't know
b. _____no
c. _____a little
d. _____quite a bit
e. _____very much

12. Does your child like the teacher?

a. _____don't know
b. _____no
c. _____a little
d. _____quite a bit
e. _____very much

13. How good is your child's Head Start teacher at teaching the children?

a. _____don't know
b. _____poor
c. _____fair
d. _____excellent

14. How good is the teacher aide in your child's class at teaching the children?

a. _____don't know
b. _____poor
c. _____fair
d. _____excellent

15. How good has Head Start been at preparing your child for school?

a. _____not much good
b. _____some good
c. _____very good

16. Was your child ever tested by a psychologist?

Yes _____ No _____

If yes, how useful were the results to you?

a. _____tested, but they didn't tell me the results
b. _____they told me the results but it didn't make much sense
c. _____they helped me understand my child a little better
d. _____they helped me understand my child a lot better

INSTRUCTIONS: Answer the following questions based on the time your child was in Head Start. If he or she is in Head Start this year, then answer the questions based on this year only. If your child was in Head Start last year but is in Kindergarten or First grade this year, then base your answers on last year when your child was in Head Start.

____1. Have you worked as a volunteer?

no ____ yes____ If yes, how often?

____a few times during the year
____once or twice a month
____about once a week
____more than once a week

What did you do? (Specify)

_____
_____
_____
_____

____2. Have you worked as a paid employee?

no____ yes____

____3. Have you participated in parent activities?

no____ yes____ If yes, how often

____a few times during the year
____once or twice a month
____about once a week
____more than once a week

____4. Have you helped to organize Parent Education programs?

no____ yes____ If yes, how often?

____a few times during the year
____once or twice a month
____about once a week
____more than once a week

____5. Have you been enrolled in Parent Education programs?

no____ yes____

____6. Have you participated in any workshops sponsored by Head Start?

no____ yes____

____7. How many times this year have you phoned or visited the Head Start center to ask questions?

____not at all
____a few times during the year
____once or twice a month
____about once a week
____more than once a week

___8. How many times this year have you been in the Head Start center?

___ not at all
___ a few times during the year
___ once or twice a month
___ about once a week
___ more than once a week

___9. Have you helped plan any parent activities?

no___ yes___ If yes, how often?

___ a few times during the year
___ once or twice a month
___ about once a week
___ more than once a week

___10. Have you recruited any staff for the Head Start Center?

no___ yes___

___11. Have you served on the Center Committee?

no___ yes___

___12. Have you helped prepare or assisted in the preparation of a formal proposal to request money for Head Start?

no___ yes___

___13. Have you served on a Policy Council other than the Center Committee?

no___ yes___

___14. Have you assisted with any evaluation projects of the Head Start program?

no___ yes___

___15. Have you helped decide on any of the classroom activities?

no___ yes___

___16. Have you helped to decide on specific Head Start activities for your own children or for other children in Head Start?

no___ yes___

___17. Have you served on any special committees appointed by the Center Committee?

no___ yes___ If yes, how many? ___

___18. Have you read any official material about parent participation in Head Start, such as the Policy Manual?

no___ yes___

____19.a List the various kinds of activities which you have helped to plan?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

____19.b. List the various kinds of activities in which you have participated, but which you did not help to plan.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

____20. Have you been active on the Class/Center Committee?

Yes____ If yes, for how many years? _____

No____

How often did you go?

a) not at all
b) less than once a month
c) once a month
d) twice a month
e) once a week
f) more than once a week

Did you hold office or do anything special while on the Center Committee?

a) attended meetings only
b) served on committees
c) helped with special projects
d) officer
e) organized special groups or projects

____21. Have you been active on the Policy Committee or Council?

Yes____ If yes, for how many years?____

No____

How often did you go?

a) not at all
b) less than once a month
c) once a month
d) twice a month
e) once a week
f) more than once a week

Did you hold office or do anything special while on the Policy Committee?

a) attended meetings only
b) served on committees
c) helped with special projects
d) officer
e) organized special groups or projects

_____22. Have you been on any special committees set up by one of the policy groups?

Yes_____ If yes, what did the committees accomplish?

No_____

_____

_____

_____

_____

_____23. Have you assisted with any special projects or activities along with other Head Start parents?

Yes_____ If yes, what were the activities

No_____

_____

_____

_____

_____

_____1. Do you belong to or attend meetings of any clubs or social groups such as card clubs or bowling clubs?

___ Yes — Names of groups _____

___ No

How often do you go to meetings? (including all of the different groups)
___a) not at all
___b) less than once a month
___c) once a month
___d) twice a month
___e) once a week
___f) more than once a week

Do you hold office or do anything special for any of the groups?
___a) attend meetings only
___b) member (officially)
___c) committee member
___d) officer or organizer of group

_____2. Looking back a few years, did you belong to any social groups or clubs?

___ Yes — Names of groups _____

___ No

How often did you used to go to meetings of these groups?
_____a) not at all
_____b) less than once a month
_____c) once a month
_____d) twice a month
_____e) once a week
_____f) more than once a week

Did you hold office or do anything special for any group then?
_____a) attend meetings only
_____b) member (officially)
_____c) committee member
_____d) officer or organizer of group

_____3. Do you belong to a church group such as choir or church club?

___ Yes — Names of groups _____

___ No

How often do you go? (including all the different church groups)
_____a) not at all
_____b) less than once a month
_____c) once a month
_____d) twice a month
_____e) once a week
_____f) more than once a week

Do you hold office or do anything special for any of these groups?
_____a) attend meetings only
_____b) member (officially)
_____c) committee member
_____d) officer or organizer of group

____4. Looking back a few years, did you belong to a church group then?

____ Yes — Names of groups _____

____ No

How often did you use to go to church to church group meetings? (including all the different church groups)

____a) not at all
____b) less than once a month
____c) once a month
____d) twice a month
____e) once a week
____f) more than once a week

Looking back to a few years ago, did you hold office or do anything special for any of these groups then?

____a) attend meetings only
____b) member (officially)
____c) committee member
____d) officer or organizer of group

____5. Do you belong to or attend meetings of any neighborhood action associated groups such as Community Action Programs, block groups, parents' councils? (Don't include Head Start.)

____ Yes — Names of groups _____

____ No

How often do you go to meetings? (including all of the different groups)

____a) not at all
____b) less than once a month
____c) once a month
____d) twice a month
____e) once a week
____f) more than once a week

Do you hold office or do anything special for any group?

____a) attend meetings only
____b) member (officially)
____c) committee member
____d) officer or organizer of group

____6. Looking back a few years, did you belong to any neighborhood action associated groups then?

____ Yes — Names of groups _____

____ No

How often did you used to go to meetings of these groups?

____a) not at all
____b) less than once a month
____c) once a month
____d) twice a month
____e) once a week
____f) more than once a week

Did you hold office or do anything special for any group then?

____a) attend meetings only
____b) member (officially)
____c) committee member
____d) officer or organizer of group

_____ 7. Do you belong to or attend meetings of any groups that are mainly connected with children's education such as PTA, Head Start?

___ Yes — Names of groups _____

___ No

How often do you go to meetings? (including all the different groups)
___a) not at all
___b) less than once a month
___c) once a month
___d) twice a month
___e) once a week
___f) more than once a week

Do you hold office or do anything special for any group?
___a) attend meetings only
___b) member (officially)
___c) committee member
___d) officer or organizer of group

_____ 8. Looking back a few years, did you belong to any groups concerned with children's education then?

___ Yes — Names of groups _____

___ No

How often did you used to go to meetings of these groups?
___a) not at all
___b) less than once a month
___c) once a month
___d) twice a month
___e) once a week
___f) more than once a week

Did you hold office or do anything special for any group then?
___a) attend meetings only
___b) member (officially)
___c) committee member
___d) officer or organizer of group

_____ 9. Do you belong to or attend meetings of any political action groups such as a political party, Citizen Committees, or neighborhood action groups?

___ Yes — Names of groups _____

___ No

How often do you go to meetings? (including all different groups)
___a) not at all
___b) less than once a month
___c) once a month
___d) twice a month
___e) once a week
___f) more than once a week

Do you hold office or do anything special for any group?
___a) attend meetings only
___b) member (officially)
___c) committee member
___d) officer or organizer of group

_____10. Looking back a few years, did you belong to any political action groups then?

___ Yes — Names of groups _____

___ No

How often did you used to go to meetings of these groups?
- ___a) not at all
- ___b) less than once a month
- ___c) once a month
- ___d) twice a month
- ___e) once a week
- ___f) more than once a week

Did you hold office or do anything special for any group then?
- ___a) attend meetings only
- ___b) member (officially)
- ___c) committee member
- ___d) officer or organizer of group

_____11. Do you belong to or attend meetings of any other groups, such as job groups, unions, study groups, etc.?

___ Yes — Names of groups _____

___ No

How often do you go to meetings (including all different groups)
- ___a) not at all
- ___b) less than once a month
- ___c) once a month
- ___d) twice a month
- ___e) once a week
- ___f) more than once a week

Do you hold office or do anything special for any group?
- ___a) attend meetings only
- ___b) member (officially)
- ___c) committee member
- ___d) officer or organizer of group

_____12. Looking back a few years, did you belong to any groups of this kind then?

___ Yes — Names of groups _____

___ No

How often did you used to go to meetings of these groups?
- ___a) not at all
- ___b) less than once a month
- ___c) once a month
- ___d) twice a month
- ___e) once a week
- ___f) more than once a week

Did you hold office or do anything special for any group then?
- ___a) attend meetings only
- ___b) member (officially)
- ___c) committee member
- ___d) officer or organizer of group

____13. Have you tried to get more job training since your child entered Head Start?

_____No

_____Yes

What kind of training?

____a) study for high school equivalency
____b) part time skill training (like typing or mechanics)
____c) regular school or college
____d) apprenticeship
____e) other_____

____14. Have you changed jobs recently?

_____No

_____Yes

a). Reason why:_ _____
_____

b). Compared with your last job, how well do you like it?

_____worse
_____same
_____better

c). Compared with your last job, how good are the wages?

_____worse
_____same
_____better

d). Compared with your last job. what kind of future does it offer?

_____worse
_____same
_____better

____15. What do you do differently with your Head Start child now than you did before Head Start?

_____Nothing

_____Some things

List: 1. _____
_____
_____

2. _____
_____
_____

3. _____
_____

15. (continued)

4. _____

_____

_____

5. _____

_____

_____

16. What do you do differently with your other children now than you did before your child began Head Start?

_____ Nothing, or no other children

_____ Some things

List: 1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

INSTRUCTIONS: These are some questions about how you feel about the schools and about education in general. There are no right or wrong answers. It is important that you indicate as accurately as possible how much you agree or disagree with each statement. Place an X mark on the line that best shows how you feel.

____1. It's very difficult to change anything about the schools.

Strongly agree _____ Agree _____ Uncertain _____ Disagree _____ Strongly disagree _____

____2. The more education you have the more money you can earn.

Strongly agree _____ Agree _____ Uncertain _____ Disagree _____ Strongly disagree _____

____3. Many children would be better off if they left school after the eighth grade.

Strongly agree _____ Agree _____ Uncertain _____ Disagree _____ Strongly disagree _____

____4. The schools around here don't really care what parents want for their children.

Strongly agree _____ Agree _____ Uncertain _____ Disagree _____ Strongly disagree _____

____5. On the whole the schools are doing a good job today.

Strongly agree _____ Agree _____ Uncertain _____ Disagree _____ Strongly disagree _____

____6. These days a person can get just as good a job without an education.

Strongly agree _____ Agree _____ Uncertain _____ Disagree _____ Strongly disagree _____

____7. I can personally influence the way my children's schools are run.

Strongly agree _____ Agree _____ Uncertain _____ Disagree _____ Strongly disagree _____

____8. My years in school did little to help me in what I'm doing now.

Strongly agree _____ Agree _____ Uncertain _____ Disagree _____ Strongly disagree _____

____9. Getting an education usually makes you a better person.

Strongly agree _____ Agree _____ Uncertain _____ Disagree _____ Strongly disagree _____

____10. Teachers are really interested in getting to know the parents of their students.

Strongly agree _____ Agree _____ Uncertain _____ Disagree _____ Strongly disagree _____

These are some questions about how you feel about the way things are these days. If you agree with the statement, mark the box on the left by the word "Agree". If you disagree with the statement, mark the box on the right by the word "Disagree".

1. With everything so uncertain these days, it almost seems as though anything could happen.

   Agree ☐ Disagree ☐

2. What is lacking in the world today is the old kind of friendship that lasted for a lifetime.

   Agree ☐ Disagree ☐

3. With everything in such a state of disorder, it's hard for a person to know where he stands from one day to the next.

   Agree ☐ Disagree ☐

4. Everything changes so quickly these days that I often have trouble deciding which are the right rules to follow.

   Agree ☐ Disagree ☐

5. I often feel that many things our parents stood for are just going to ruin before our very eyes.

   Agree ☐ Disagree ☐

6. The trouble with the world today is that most people really don't believe in anything.

   Agree ☐ Disagree ☐

7. I often feel awkward and out of place.

   Agree ☐ Disagree ☐

8. People were better off in the old days when everyone knew just how he was expected to act.

   Agree ☐ Disagree ☐

9. It seems to me that other people find it easier to decide what is right than I do.

   Agree ☐ Disagree ☐

These questions are similar to the ones you just answered. Read these things that other people have said about how they <u>really</u> feel. Think about these and answer, for each one, how <u>you</u> feel. We'd like you to say whether you Strongly agree, Agree, Disagree, or Strongly Disagree. Circle the number under the way you feel about the statement.

____ 1. Trying to figure out how to get ahead in life is just too complicated.
Strongly agree 1 Agree 2 Disagree 3 Strongly Disagree 4

____ 2. I often feel that people around here are not too friendly.
Strongly agree 1 Agree 2 Disagree 3 Strongly Disagree 4

____ 3. Most of the time I feel the work I'm doing is useful and important.
Strongly agree 1 Agree 2 Disagree 3 Strongly Disagree 4

____ 4. I often feel left out of things that are going on around here.
Strongly agree 1 Agree 2 Disagree 3 Strongly Disagree 4

____ 5. I often find it difficult to feel involved in the things I'm doing.
Strongly agree 1 Agree 2 Disagree 3 Strongly Disagree 4

____ 6. Hardly anyone I know is interested in how I really feel inside.
Strongly agree 1 Agree 2 Disagree 3 Strongly Disagree 4

____ 7. When people around here are having a hard time, it is up to me to help out.
Strongly agree 1 Agree 2 Disagree 3 Strongly disagree 4

____ 8. Nowadays children don't give their parents the respect they should.
Strongly agree 1 Agree 2 Disagree 3 Strongly disagree 4

____ 9. It's hard to know just how to treat people around here since you don't know what they expect.
Strongly agree 1 Agree 2 Disagree 3 Strongly disagree 4

____ 10. I get the feeling that the people around here see most things the way I do.
Strongly agree 1 Agree 2 Disagree 3 Strongly disagree 4

____ 11. It's really not my concern if other people are in trouble.
Strongly agree 1 Agree 2 Disagree 3 Strongly disagree 4

____ 12. If I had my choice, I'd live my life very differently.
Strongly agree 1 Agree 2 Disagree 3 Strongly disagree 4

We are going to ask some questions now, each of which has two parts, a and b. For each question, we want to know which part you you believe is more true. Be sure to choose the one you believe to be more true, not the one you think you should choose or the one you wish was true. There are no right or wrong answers. Read both parts of each question. Then circle the letter "a" or "b", whichever you believe is more true.

1.a. Getting a job depends partly on being in the right place at the right time.

b. If you're a good worker, you can always get a job.

2.a. Sometimes, when I don't understand something on the job, it's because the boss doesn't explain it well.

b. Not paying attention is the main reason for not understanding the work.

3.a. Human nature being what it is, people can't change very much.

b. If they work at it, people can make what they want of themselves.

4.a. There is no guarantee that a marriage will be happy; it depends in part on the breaks.

b. You can always have a happy marriage if you work hard at it.

5.a. Becoming successful is sometimes a matter of getting the right break.

b. Getting ahead in life depends entirely upon a person's ability.

6.a. How well you do on a job depends on how hard you work.

b. How well you do on a job depends partly on how much brains you were born with.

7.a. Working hard and steady is the way to get ahead in a job.

b. Getting ahead in a job often depends on what kind of boss you happen to have.

These are some more questions about things that you may or may not believe. Tell us how much you agree or disagree with certain beliefs. Read the statements and then mark, for each one, whether you Strongly Agree, Mildly Agree, Neither Agree nor Disagree, Mildly Disagree, or Strongly Disagree. Circle whichever one of these tells us how you feel about the statement.

ng good friends depends more on being lucky enough to meet right people in the first place than on how you act toward others.

ngly e	Mildly Agree	Neither agree Nor Disagree	Mildly Disagree	Strongly Disagree

ou look at most people who have made a success of their lives, her in business, government, or even Hollywood, it's because their hard work rather than some lucky break.

ongly ee	Mildly Agree	Neither agree Nor Disagree	Mildly Disagree	Strongly Disagree

h of the time, getting into trouble depends more on being in the ong place at the wrong time than on what a person actually does.

ongly ee	Mildly Agree	Neither agree Nor Disagree	Mildly Disagree	Strongly Disagree

general, getting along well with others is more a matter of your king at it than of just hoping they'll be in a good mood.

ongly ee	Mildly Agree	Neither agree Nor Disagree	Mildly Disagree	Strongly Disagree

ting the right kind of job depends more on how well you've pared yourself than on who you know or how lucky you are.

ongly ee	Mildly Agree	Neither agree Nor Disagree	Mildly Disagree	Strongly Disagree

n you think how complicated politics has become, even at the al level, it's pretty clear that the average person can do tle to influence government.

ongly ee	Mildly Agree	Neither agree Nor Disagree	Mildly Disagree	Strongly Disagree

pite all the talk about how getting ahead in life is a matter of king hard and""keeping your nose to the grindstone", I still k luck plays the larger part in what actually happens.

ngly ee	Mildly Agree	Neither agree Nor Disagree	Mildly Disagree	Strongly Disagree

s possible to be well-liked by almost anyone as long as you rself are able to be friendly and show understanding.

ongly ee	Mildly Agree	Neither agree Nor Disagree	Mildly Disagree	Strongly Disagree

With these questions we are trying to find out both what you are like now and what you were like a couple of years ago. Where it says "NOW", show me what you are like now. Where it says "THEN," show me what you were like a couple of years ago. Put an X on the line under the words that best describe how you are <u>now</u>, and an X on the line that describes how you were <u>then</u>. Be sure to mark both in each box.

NOW

	very	somewhat	somewhat	very	
Happy	_____	_____	_____	_____	Unhappy

THEN

	very	somewhat	somewhat	very	
Happy	_____	_____	_____	_____	Unhappy

NOW

	very	somewhat	somewhat	very	
Happy Family	_____	_____	_____	_____	Unhappy Family

THEN

	very	somewhat	somewhat	very	
Happy Family	_____	_____	_____	_____	Unhappy Family

NOW

	very	somewhat	somewhat	very	
Participate in Community	_____	_____	_____	_____	Don't Participate in Community

THEN

	very	somewhat	somewhat	very	
Participated in Community	_____	_____	_____	_____	Didn't Participate in Community

NOW

	very	somewhat	somewhat	very	
Proud	_____	_____	_____	_____	Not Proud

THEN

	very	somewhat	somewhat	very	
Proud	_____	_____	_____	_____	Not Proud

NOW

	very	somewhat	somewhat	very	
Physically Strong	_____	_____	_____	_____	Physically Weak

THEN

	very	somewhat	somewhat	very	
Physically Strong	_____	_____	_____	_____	Physically Weak

NOW

	very	somewhat	somewhat	very	
Have Influence in Community	_____	_____	_____	_____	Don't Have Influence in Community

THEN

	very	somewhat	somewhat	very	
Have Influence in Community	_____	_____	_____	_____	Don't Have Influence in Community

NOW

	very	somewhat	somewhat	very	
Accepted by Community	_____	_____	_____	_____	Rejected by Community

THEN

	very	somewhat	somewhat	very	
Accepted by Community	_____	_____	_____	_____	Rejected by Community

NOW

	Very	somewhat	somewhat	very	
Good Parent	_____	_____	_____	_____	Bad Parent

THEN

	Very	somewhat	somewhat	very	
Good Parent	_____	_____	_____	_____	Bad Parent

NOW

	Very	somewhat	somewhat	very	
Understand Children	_____	_____	_____	_____	Do Not Understand Children

THEN

	Very	somewhat	somewhat	very	
Understand Children	_____	_____	_____	_____	Do Not Understand Children

NOW

	Very	somewhat	somewhat	very	
Healthy Children	_____	_____	_____	_____	Unhealthy Children

THEN

	Very	somewhat	somewhat	very	
Healthy Children	_____	_____	_____	_____	Unhealthy Children

NOW

	Very	somewhat	somewhat	very	
Many Skills	_____	_____	_____	_____	Few Skills

THEN

	Very	somewhat	somewhat	very	
Many Skills	_____	_____	_____	_____	Few Skills

NOW

	very	somewhat	somewhat	very	
Many Friends	_____	_____	_____	_____	Few Friends

THEN

	very	somewhat	somewhat	very	
Many Friends	_____	_____	_____	_____	Few Friends

NOW

	very	somewhat	somewhat	very	
Relaxed	_____	_____	_____	_____	Tense

THEN

	very	somewhat	somewhat	very	
Relaxed	_____	_____	_____	_____	Tense

NOW

	very	somewhat	somewhat	very	
Can Handle Personal Problems	_____	_____	_____	_____	Can't Handle Personal Problems

THEN

	very	somewhat	somewhat	very	
Can Handle Personal Problems	_____	_____	_____	_____	Can't Handle Personal Problems

---

NOW

	very	somewhat	somewhat	very	
Can Help My Children	_____	_____	_____	_____	Cannot Help My Children

THEN

	very	somewhat	somewhat	very	
Can Help My Children	_____	_____	_____	_____	Cannot Help My Children

---

NOW

	very	somewhat	somewhat	very	
Successful	_____	_____	_____	_____	Unsuccessful

THEN

	very	somewhat	somewhat	very	
Successful	_____	_____	_____	_____	Unsuccessful

Now we would like to ask you some similar questions about your child. Once again we are trying to find out what (he/she) is like now and what (he/she) was like a couple of years ago. Where it says "Now" show me what (he/she) is like now. Where it says "Then" show me what (he/she) was like a couple of years ago. Place an X under the word in each line that best fits your child, just as you did about yourself before.

NOW

	very	somewhat	somewhat	very	
Many Friends	_____	_____	_____	_____	Few Friends

THEN

	very	somewhat	somewhat	very	
Many Friends	_____	_____	_____	_____	Few Friends

NOW

	very	somewhat	somewhat	very	
Learns a lot	_____	_____	_____	_____	Does Not Learn a lot

THEN

	very	somewhat	somewhat	very	
Learns a lot	_____	_____	_____	_____	Does Not Learn a lot

NOW

	very	somewhat	somewhat	very	
Proud	_____	_____	_____	_____	Not Proud

THEN

	very	somewhat	somewhat	very	
Proud	_____	_____	_____	_____	Not Proud

NOW

	very	somewhat	somewhat	very	
Not Worried	_____	_____	_____	_____	Worried

THEN

	very	somewhat	somewhat	very	
Not Worried	_____	_____	_____	_____	Worried

NOW

	very	somewhat	somewhat	very	
Calm	_____	_____	_____	_____	Jittery

THEN

	very	somewhat	somewhat	very	
Calm	_____	_____	_____	_____	Jittery

NOW

	very	somewhat	somewhat	very	
Happy	_____	_____	_____	_____	Sad

THEN

	very	somewhat	somewhat	very	
Happy	_____	_____	_____	_____	Sad

NOW

	very	somewhat	somewhat	very	
Friendly	_____	_____	_____	_____	Unfriendly

THEN

	very	somewhat	somewhat	very	
Friendly	_____	_____	_____	_____	Unfriendly

NOW

	very	somewhat	somewhat	very	
Can do Things	_____	_____	_____	_____	Can't do Things

THEN

	very	somewhat	somewhat	very	
Can do Things	_____	_____	_____	_____	Can't do Things

NOW

	very	somewhat	somewhat	very	
Gets Along With Other Kids	_____	_____	_____	_____	Doesn't Get Along With Other Kids

THEN

	very	somewhat	somewhat	very	
Gets Along With Other Kids	_____	_____	_____	_____	Doesn't Get Along With Other Kids

NOW

	very	somewhat	somewhat	very	
Quick Learner	_____	_____	_____	_____	Slow Learner

THEN

	very	somewhat	somewhat	very	
Quick Learner	_____	_____	_____	_____	Slow Learner

NOW

	very	somewhat	somewhat	very	
Active and busy	_____	_____	_____	_____	Lazy

THEN

	very	somewhat	somewhat	very	
Active and busy	_____	_____	_____	_____	Lazy

NOW

	very	somewhat	somewhat	very	
Likes to go to School	_____	_____	_____	_____	Does not Like to go to School

THEN

	very	somewhat	somewhat	very	
Likes to go to School	_____	_____	_____	_____	Does not Like to go to School

NOW

	very	somewhat	somewhat	very	
Knows his Numbers	_____	_____	_____	_____	Does not Know his Numbers

THEN

	very	somewhat	somewhat	very	
Knows his Numbers	_____	_____	_____	_____	Does not Know his Numbers

NOW

	very	somewhat	somewhat	very	
Knows the Letters	_____	_____	_____	_____	Does not Know the Letters

THEN

	very	somewhat	somewhat	very	
Knows the Letters	_____	_____	_____	_____	Does not Know the Letters

Child's Name_____

Please describe as accurately as possible how your child behaves by circling one of the five responses to each question. Give a response to every item and BASE YOUR RESPONSE UPON YOUR PERSONAL OBSERVATION AND EXPERIENCE.

	Almost always	Frequently	Half the time	Sometimes	Almost never
1. Goes up to others and makes friends; doesn't wait until they come to him	5	4	3	2	1
2. Sticks to something he starts until it's finished	5	4	3	2	1
3. Prefers to be by himself; wants to be let alone.	5	4	3	2	1
4. Gets in a temper if he can't have his way	5	4	3	2	1
5. Likes to run around rather than to settle down to quiet play	5	4	3	2	1
6. Is kind and sympathetic to someone who is upset or in trouble	5	4	3	2	1
7. Looks for someone to talk with or play with	5	4	3	2	1
8. Spends a long time with things that interest him	5	4	3	2	1
9. Pulls away, hides, leaves the room when visitors come	5	4	3	2	1
10. Pushes, hits, kicks others	5	4	3	2	1
11. His attention wanders from what you're telling him	5	4	3	2	1
12. Is willing to share candy, food, or belongings with others	5	4	3	2	1

	Almost always	Frequently	Half the time	Sometimes	Almost never
13. Tries to get attention by smiling and talking to people	5	4	3	2	1
14. Tries to do something the best he can, even if it takes a long time	5	4	3	2	1
15. Is too shy or bashful to play with others	5	4	3	2	1
16. Sulks, gets resentful, and won't do things he should	5	4	3	2	1
17. Gives up on what he's trying to do if it takes more than a short time	5	4	3	2	1
18. Tries to please others	5	4	3	2	1

Do you feel that you have been actively involved in Head Start?

_____yes
_____no

If you answered yes, why were you or are you actively involved?

_____

_____

_____

_____

_____

If you answered no, why haven't you been more actively involved in Head Start?

_____

_____

_____

_____

_____

THE REASON I AM GOING TO ASK YOU TO TAKE THE TEST YOU HAVE IN FRONT OF YOU IS NOT REALLY TO TEST YOU, BUT TO FIND OUT WHAT YOU ARE LIKE AS A PERSON. THE MARKS YOU WILL MAKE ON THIS TEST TELL ME WHAT KIND OF PERSON YOU ARE, WHAT KIND OF PERSON YOU WANT TO BE, AND WHAT YOU THINK OTHER PEOPLE SAY ABOUT YOU. NOW TO MAKE THIS CLEARER, LOOK AT "SAMPLE ITEM I". AT EACH END OF THIS ITEM ARE SOME WORDS. AT ONE END IT SAYS "RICH" AND ON THE OTHER END IT SAYS "POOR".

Examiner may feel free to point to these words on the subject's protocol (across the desk or over his shoulder) to be certain he sees them.

NOW, LOOK AT THE THREE LINES OF BOXES--EACH OF THE THREE HAS WORDS AT BOTH ENDS. THE FIRST LINE SAYS "SELF" AT BOTH ENDS, THE SECOND LINE SAYS "GOAL" AT BOTH ENDS, THE THIRD LINE SAYS "OTHERS" AT BOTH ENDS.

Again, it may be helpful to point to the appropriate places on page one to assist the subject in following you.

LET'S START BY EXPLAINING THE FIRST LINE OF BOXES, THE ONE THAT SAYS "SELF". "SELF" MEANS I WANT YOU TO SHOW ME WHETHER YOU ARE "RICH" OR "POOR", OR SOMEWHERE IN BETWEEN. IF YOU MAKE AN X AT THE LEFT END YOU TELL ME YOU ARE "RICH", AND IF YOU MAKE AN X AT THE RIGHT END, YOU TELL ME THAT YOU SEE YOURSELF AS "POOR".

Again, pointing to the boxes at the two ends may assist your subject in understanding you.

IF YOU ARE SOMEWHERE IN BETWEEN "RICH" AND "POOR", THEN YOU CAN MARK IN THE MIDDLE BOXES. IF YOU ARE SOMEWHERE IN BETWEEN, YOU MAY BE CLOSER TO "RICH" AND WANT TO MARK A MIDDLE BOX CLOSER TO THAT END, OR YOU MAY BE CLOSER TO "POOR" AND WANT TO MARK YOUR X CLOSER TO WHERE IT SAYS "POOR". GO AHEAD AND MARK AN X ON THE FIRST SAMPLE ITEM TO SHOW ME WHERE YOU SEE YOURSELF.

The purpose of all the above instructions is to introduce the notion of a "scale" and to make clear its use. If the subject has trouble at this point, repeat the above in your own words to further clarify the concept of indicating the position of one's self on a construct dimension. Once this idea is made clear procede to the Goal and Others rating.

NOW THAT YOU HAVE PLACED YOUR "SELF" TO SHOW ME WHERE YOU ARE ON "RICH" AND "POOR", YOU SHOULD LOOK AT THE SECOND LINE OF BOXES FOR "RICH" AND "POOR", THE ONE THAT SAYS "GOAL". "GOAL" MEANS WHERE YOU WANT TO BE. YOU HAVE ALREADY MADE AN X SHOWING WHERE

YOU ARE. YOU NOW NEED TO MAKE AN X ON THE SECOND LINE TO SHOW WHERE YOU WANT TO BE--IN THE SAME PLACE AS WHERE YOUR "SELF" X IS, MORE TOWARD THE "RICH" END OR MORE TOWARD THE "POOR" END. YOU CAN SEE THAT AGAIN YOU CAN CHECK ANY OF THE WHOLE LINE OF BOXES. IF YOU WANTED TO BE A LOT RICHER OR A LOT POORER YOU WOULD MARK WAY OUT ON THE ENDS, OR IF YOU WANT TO BE JUST A LITTLE BIT RICHER OR POORER YOU WOULD USE THE BOXES IN THE MIDDLE. GO AHEAD AND MARK YOUR "GOAL" X ON THE SECOND LINE.

Again, while discriminating the ends and the middle, pointing may help. Be certain the subject grasps the concept of "goal" and you may repeat the instructions if necessary.

NOW FOR EACH ITEM THERE ARE THREE LINES. FOR "RICH" AND "POOR" WE HAVE DONE THE FIRST TWO--"SELF" AND "GOAL". THE LAST LINE, "OTHERS", ASKS YOU TO MAKE AN X TO SHOW WHERE YOU THINK OTHER PEOPLE SEE YOU. "OTHERS" MEANS YOUR FAMILY AND FRIENDS. DO THEY SEE YOU ABOUT THE SAME AS YOU SEE YOUR "SELF", OR RICHER, OR POORER?

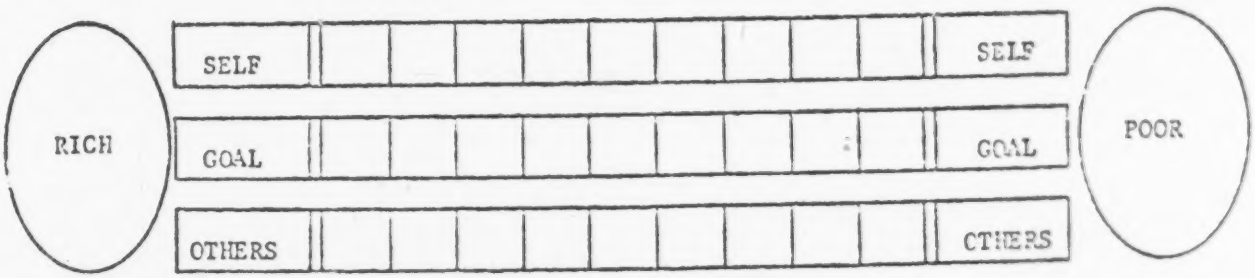
Point out to the subject where these areas of line three are. Also, if necessary you may re-explain the notion of using the extreme boxes as opposed to the middle boxes. If subject wants you to specify a particular "Other", explain that what is called for is an average other("generalized" significant other).

MAKE YOUR X ON THE THIRD LINE TO SHOW ME WHERE "OTHERS" SEE YOU.

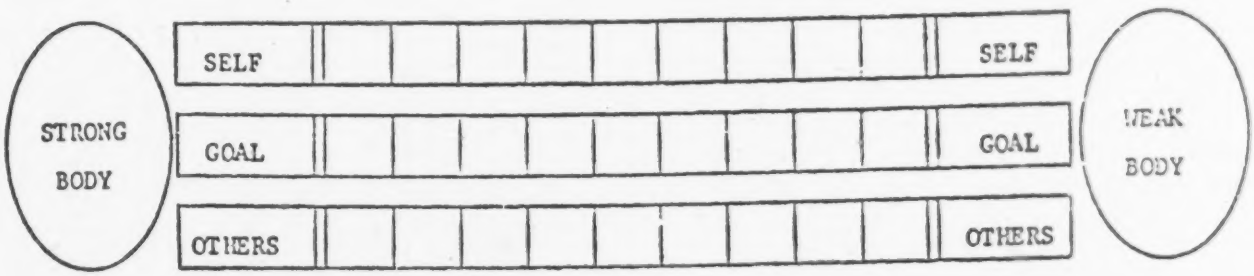
Assuming the subject has understood the instructions to this point, continue to Sample Item II.

Name_____ Date_____

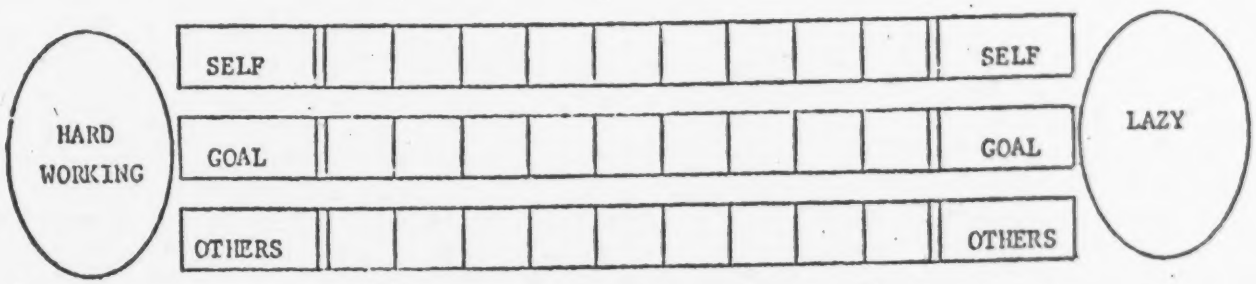
SAMPLE ITEM I



SAMPLE ITEM II



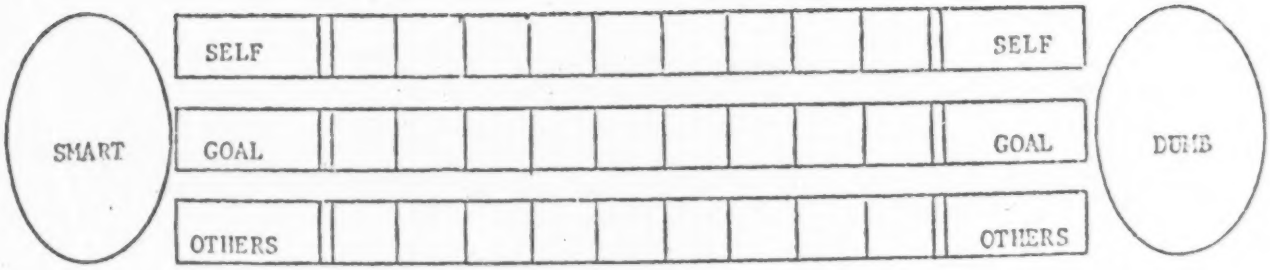
SAMPLE ITEM III

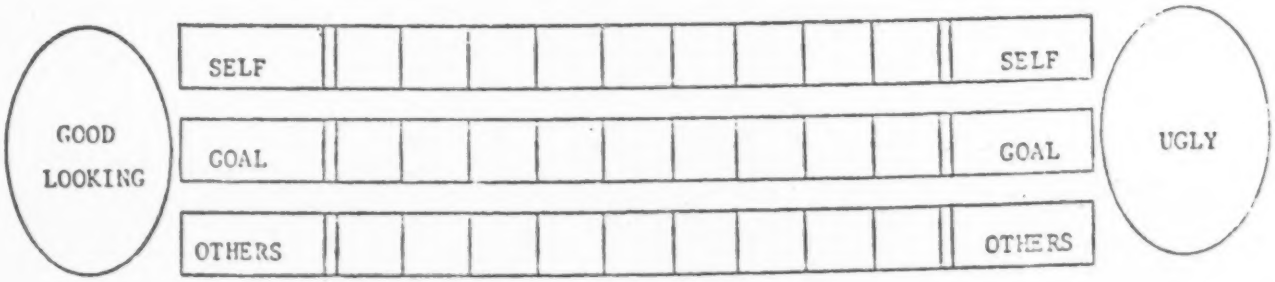


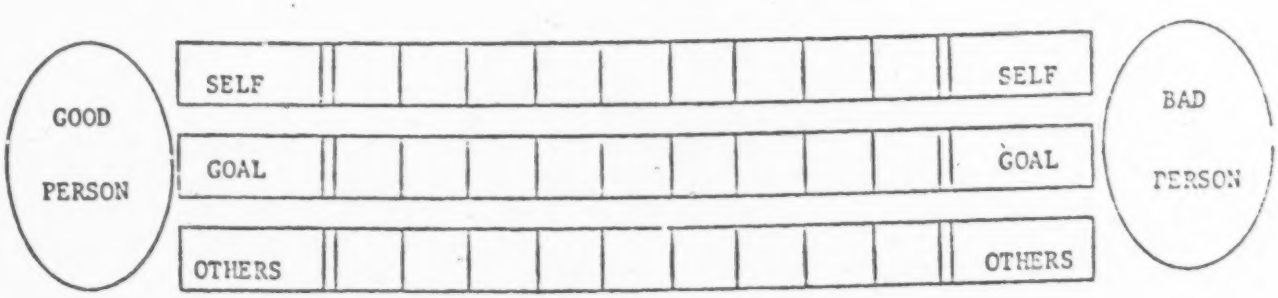
SELF---WHERE YOU ARE

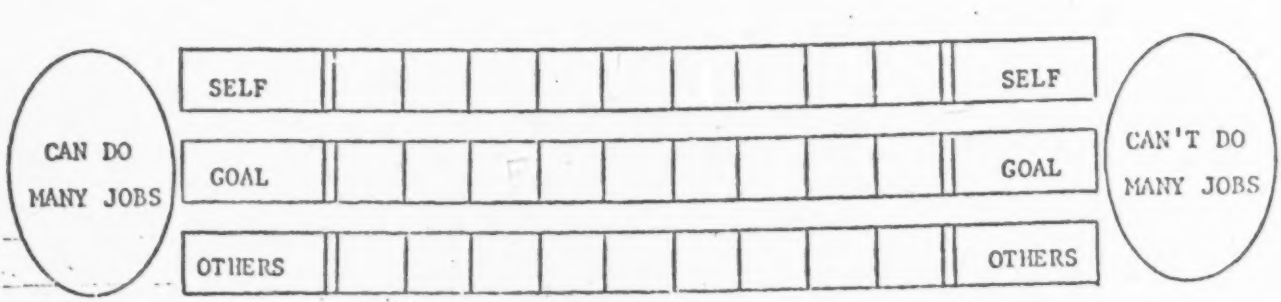
GOAL---WHERE YOU WANT TO BE

OTHERS---WHERE OTHERS SEE YOU





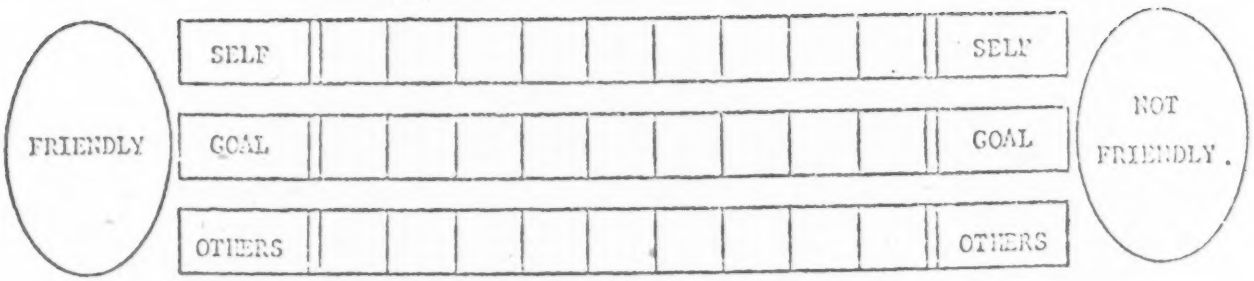


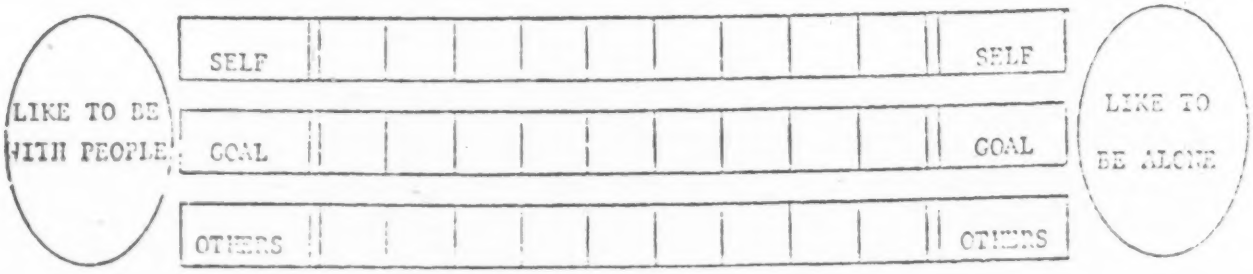


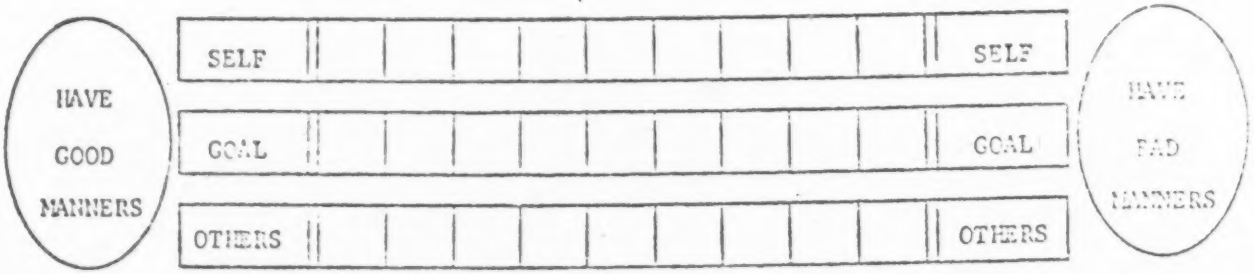
SELF---WHERE YOU ARE

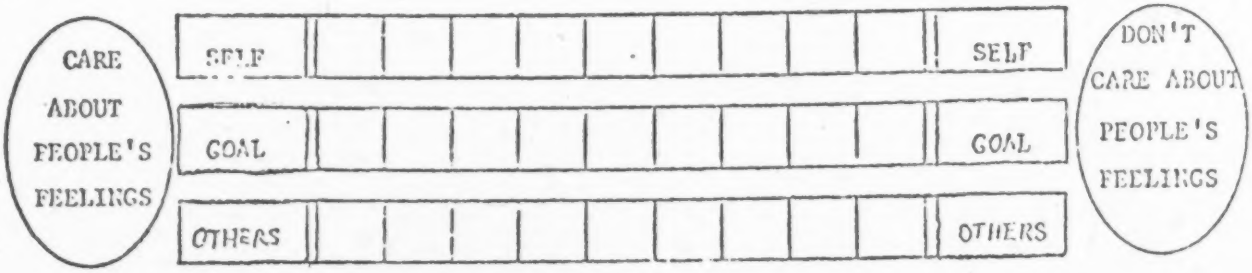
GOAL---WHERE YOU WANT TO BE

OTHERS---WHERE OTHERS SEE YOU





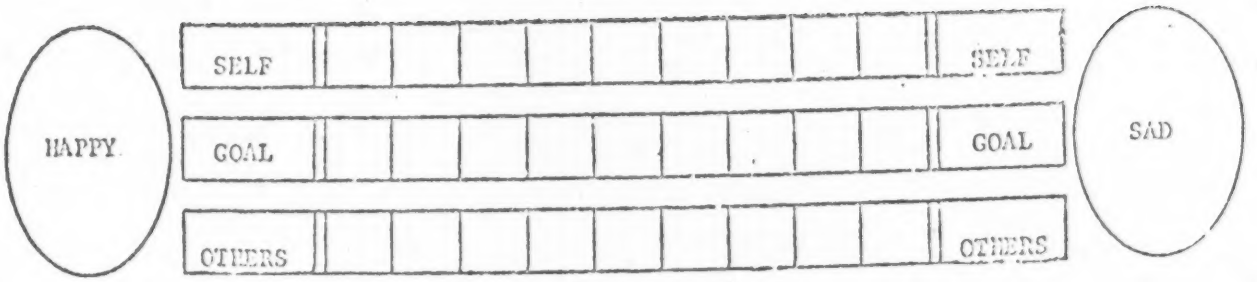


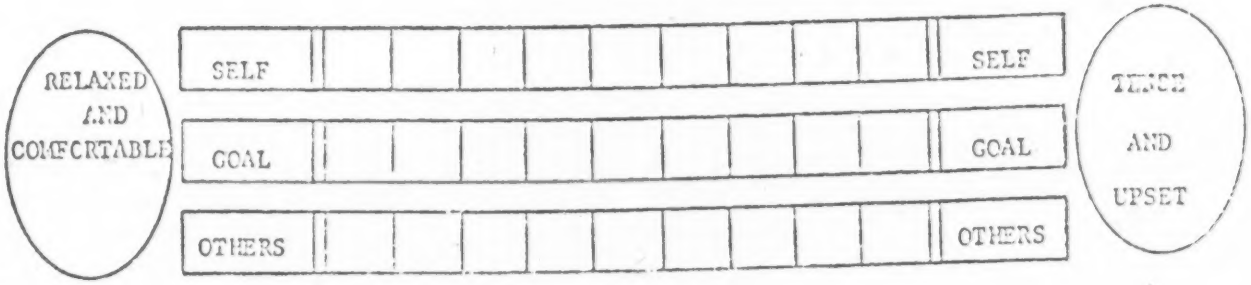


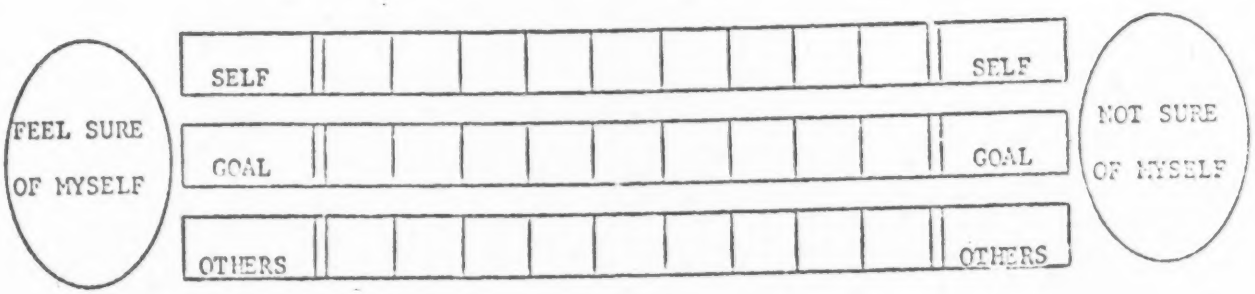
SELF---WHERE YOU ARE

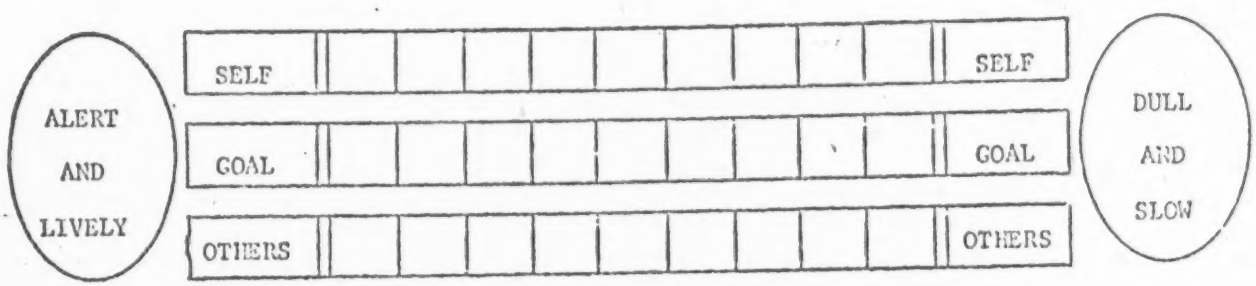
GOAL---WHERE YOU WANT TO BE

OTHERS---WHERE OTHERS SEE YOU









SELF---WHERE YOU ARE

GOAL---WHERE YOU WANT TO BE

OTHERS---WHERE OTHERS SEE YOU

APPENDIX F

Child Instruments

INSTRUCTIONS FOR DRAW-A-LINE TEST

Materials Needed: Two different colored crayons
One 12 inch ruler
One 8 X 11 1/2 sheet with two dots (Training)
Two test sheets with X's (Trial I - Trial II)
Stopwatch

Practice with blank sheet:

The blank sheet of paper is presented to the child and the tester tells him, "I'm going to draw a line real fast." As the tester says, "real fast" a line is drawn very quickly toward the child from the top to the bottom of the page. The tester then gives the child a different colored crayon and tells him, "Now you draw a line real fast--right here" and points to the top of the page.

When the child is finished with the fast line, the tester turns the sheet of paper over and instructs the child, "Now I'm going to draw a line verrry slooowly--just as slooowly as I can." As the tester gives these instructions a line is drawn very slowly from the top to the bottom of the page taking about 20-25 seconds for an 8-inch line. The instructions for the slow line should be paced to coincide with the time taken to draw the line. Both the drawing of the line and the instructions should end as close together as possible.

TRAINING SHEET:

When the tester is done demonstrating the slow line, the Training Sheet with two dots 8 inches apart is presented and the ruler is placed along the dots allowing a clear view of the dots. He tells the child, "Now you draw a line just as slooowly as you can" and points to the dot at the top of the page for the place where the child is to start his line. Timing begins with a stopwatch when the child starts to draw his line and ends when he reaches the bottom dot. If the child stops before reaching the bottom dot, tell him to go all the way to the bottom dot and continue timing.

Stop timing when he reaches the bottom dot, even if he continues his line past this point. Record time to nearest .2 second on the scoring sheet and indicate the number tally of significant pauses (more than 5 seconds).

Trial I

The second slow line sheet has two large X's on it with a distance of 8 inches between them. The tester presents the sheet and instructs the child, "Now I want you to draw a line from here to here, just as slooowly as you can" indicating to the child where the line is to go by slowly running a finger from the top X to the bottom X. Record the time and significant pauses.

Trial II

The second trial of this test uses the same materials as Trial I. The instructions change to, "Now this time I want you to draw a line from here to here (indicating from top to bottom by slowly running a finger between the two X's) even slooower than last time." Record the time and significant pauses.

Note:

If the child starts his line drawing anywhere but the indicated end point, stop him at once and restart him at the proper place. Reset the stop watch at 0 and begin timing when child starts line at proper place.

Be sure to record only the time taken for drawing the line from beginning to end point, even if child goes beyond end point.

The tester may assist the child by holding the ruler and paper steady, but should not guide the child's hand while he is drawing.

Discontinue testing if child fails to understand the test or refuses to cooperate after three attempts on training trial.

TRAINING

Name_____

TRIAL I (slowly)

Name_____

TRIAL II (even slower)

Name_____

DRAW-A-LINE Scoring Sheet

Name_____

Examiner_____

Center_____

	Time	Pauses
Training (slowly)	_____ : _____ : _____	_____
Trial I (slowly)	_____ : _____ : _____	_____
Trial II (even slower)	_____ : _____ : _____	_____

BROWN IDS SELF CONCEPT REFERENTS TEST

Materials:

Polaroid camera with "wink" flash unit

Polaroid color film

Flash bulbs

32 bipolar adjective items

Stopwatch

Procedure:

Take a full-length color picture of each child against a standard background, preferably of a neutral light-color. Standardized instructions for posing are given. Since the picture must be available immediately, a Polaroid camera is used, equipped with a "wink" flash unit which produces completely developed 3" x 4" color prints within 1 minute after exposure. Practice is required in order to get a centered, full-figure print under proper lighting conditions.

Before taking the child's picture say:

WELL, NOW, WE"RE GOING TO TAKE A PICTURE OF YOU.
GET READY. . . .WHEN I COUNT TO THREE I'LL SNAP YOUR PICTURE.
ARE YOU READY? 1, 2, 3....

Notice that no instruction to "smile", etc., has been included. This is purposefully left ambiguous in order to obtain a spontaneous facial expression, and is especially important, since giving this instruction would clearly bias responses to the happy-sad item.

After the picture has been taken, wait one minute, pull the developed print from the camera, affix print to backing, and immediately discard the chemically treated materials into a wastebasket. During this time, you should continue chatting informally with the child to maintain rapport. Children often enjoy watching the minutes pass on the stop watch. After one minute say to the child:

WELL, LOOK AT THAT (point and look at picture). THAT'S A PICTURE OF (child's name). ISN'T THIS A NICE PICTURE OF (child's name). THIS IS REALLY YOU BECAUSE YOU ARE (child's name) AND THERE YOU ARE IN THE PICTURE.

(Point to and look at picture.)
CAN YOU TELL ME WHO THAT IS IN THE PICTURE?

You must obtain a response from the child indicating that he knows that it is he in the picture; either "that's me", or child states his own name or simply points to himself. If the child does not recognize himself in the picture, repeat the instructions. Do not go on with the test until the child indicates that he recognizes himself in the picture.

Then seat the child at a table suitable in height and size for a young child, and place the picture on the table top, directly forward of the child and beneath his head in about the same position as a dinner plate is usually placed. Sit opposite the child at the table and then say to him:

NOW I'D LIKE TO ASK YOU A FEW QUESTIONS ABOUT (child's name).

Point to the picture and proceed to ask the set of 16 questions on the "self referent" answer sheet. All items are presented as "either-or" questions and are stated in the vocabulary of young children. You must 1) begin each question as it is written on the answer sheet and 2) point to and look at the picture each time you ask a question.

NOW, CAN YOU TELL ME, IS (child's name) HAPPY OR IS HE SAD?

It is important that you explicitly point to the picture before asking each question, thereby repeatedly directing the child's gaze and attention to it. By using the beginning of the question, "Is", or "Does", or "When", the child will be able to "stand back from himself", and assume the role of another toward himself.

If the child answers with the exact same words used in the questions, place a check mark after the words he used and continue to the next question. All other responses are to be recorded under "other".

NOW I'LL TAKE ANOTHER PICTURE OF YOU . . . ONE THAT YOU CAN TAKE HOME. YOUR FAMILY WILL BE GLAD TO HAVE SUCH A NICE PICTURE OF (child's name).

Special Commments:

If the child answers "Yes" or "No", record it under "other" and repeat the question emphasizing or. If the child continues this response, split the question into two sentences and record answers to each section. If he doesn't respond, go on to the next item.

Do not change any word or explain the meaning of a particular word to the child.

Any response different from the words used in the question is recorded under "other" (e.g., to item 13, "not sick" would be recorded under "other" although scored the same as "healthy"). If the child's response seems completely irrelevant or suggests that he misinterpreted what was said, repeat the item.

If the child names a particular person or thing he is scared of or not scared of for items 9 and/or 11, record under "other" and repeat the question, emphasizing a lot.

If the child gives an answer before you ask the complete question say: WAIT, (child's name), UNTIL I FINISH THE WHOLE QUESTION. (Then repeat the question.)

If the child answers a question with "Sometimes I'm . . . . . ", record this under "other" and repeat the question by beginning with: MOST OF THE TIME.....

It is extremely important that no child comes in contact with the chemically treated paper which Polaroid warns is caustic. As instructed, throw the paper immediately into a wastebasket. Make sure that the child stays away from the wastebasket and that it is emptied frequently.

Immediately following the test, record the child's name, I.D. number, and date of testing on the back of the test photograph.

After completing item 16, say:

NOW THAT WAS VERY GOOD (child's name). I'D LIKE TO ASK YOU A FEW MORE QUESTIONS. THIS TIME I'D LIKE TO ASK YOU A FEW QUESTIONS ABOUT (child's name) TEACHER, MRS. (MR.) (Name of child's teacher). (Pause) DOES (child's name) TEACHER THINK THAT (child's name) IS HAPPY OR IS HE SAD?

Proceed through the set of sixteen items using the "teacher" referent. Again, point to the photograph and repeat the appropriate stem before each question. Be sure to record the child's response on the answer sheet marked "Teacher Referent."

Name _____

BROWN IDS SELF-CONCEPT REFERENTS TEST

Self Referent

I.D. #: _ _ _ _ _ _ _ Administration: __ Task #: _ _

Tester I.D. #: _ _ _ Time of Day: A.M. _____ P.M. _____ Time Begun: _____ Time Ended: _____

Date: _ _/_ _/7 _ Task Summary: _____

CAN YOU TELL ME WHO THAT IS IN THE PICTURE?

Recognized self without help _____

Did not recognize self without help _____

1. IS (CHILD'S NAME) (point to picture) HAPPY _____ OR IS HE (SHE) SAD _____? OTHER _____

2. IS (CHILD'S NAME) (point to picture) CLEAN _____ OR IS HE (SHE) DIRTY _____? OTHER _____

3. IS (CHILD'S NAME) (point to picture) UGLY _____ OR IS HE (SHE) GOOD LOOKING _____? OTHER _____

4. DOES (CHILD'S NAME) (point to picture) LIKE TO PLAY WITH OTHER KIDS _____?

OR DOESN'T HE (SHE) LIKE TO PLAY WITH OTHER KIDS _____?

OTHER _____

5. DOES (CHILD'S NAME) (point to picture) LIKE TO TALK A LOT _____?

OR DOESN'T HE (SHE) LIKE TO TALK A LOT _____?

OTHER _____

6. DOES (CHILD'S NAME) (point to picture) LIKE TO HAVE OTHER KIDS' THINGS _____?

OR DOES HE (SHE) LIKE TO HAVE HIS/HER OWN THINGS _____?

OTHER _____

7. IS (CHILD'S NAME) (point to picture) BAD _____? OR IS HE (SHE) GOOD _____? OTHER _____

Name _____

BROWN IDS SELF-CONCEPT REFERENTS TEST (Self Referent)

I.D. #: _ _ _ _ _ _ _

8. IS (CHILD'S NAME) (point to picture) SMART _____? OR IS HE (SHE) STUPID _____? OTHER _____

9. IS (CHILD'S NAME) (point to picture) SCARED OF A LOT OF THINGS _____?

OR IS HE (SHE) NOT SCARED OF A LOT OF THINGS _____?

OTHER _____

10. DOES (CHILD'S NAME) (point to picture) LIKE THE WAY HIS (HER) CLOTHES LOOK _____?

OR DOESN'T HE (SHE) LIKE THE WAY HIS (HER)CLOTHES LOOK _____?

OTHER _____

11. IS (CHILD'S NAME) (point to picture) SCARED OF A LOT OF PEOPLE _____?

OR IS HE (SHE) NOT SCARED OF A LOT OF PEOPLE _____?

OTHER _____

12. IS (CHILD'S NAME) (point to picture) STRONG _____? OR IS HE (SHE) WEAK _____? OTHER _____

13. IS (CHILD'S NAME) (point to picture) SICK _____? OR IS HE (SHE) HEALTHY _____? OTHER _____

14. DOES (CHILD'S NAME) (point to picture) LIKE THE WAY HIS (HER) FACE LOOKS _____?

OR DOESN'T HE (SHE) LIKE THE WAY HIS (HER) FACE LOOKS _____?

OTHER _____

15. DOES (CHILD'S NAME) (point to picture) HAVE A LOT OF FRIENDS _____?

OR DOESN'T HE (SHE) HAVE A LOT OF FRIENDS _____?

OTHER _____

16. DOES (CHILD'S NAME) (point to picture) LIKE TO GO TO SCHOOL _____?

OR DOESN'T HE (SHE) LIKE TO GO TO SCHOOL _____?

OTHER _____

Name _____

BROWN IDS SELF-CONCEPT REFERENTS TEST

Teacher Referent

I.D. #: _ _ _ _ _ _ _

NOW THAT WAS VERY GOOD (CHILD'S NAME). I'D LIKE TO ASK YOU A FEW MORE QUESTIONS. THIS TIME I'D LIKE TO ASK YOU A FEW QUESTIONS ABOUT (CHILD'S) TEACHER, MRS. (MR.) _____.

17. DOES (CHILD'S) TEACHER THINK THAT (CHILD'S NAME) IS HAPPY _____?

OR THAT HE (SHE) IS SAD _____? OTHER _____

18. DOES (CHILD'S) TEACHER THINK THAT (CHILD'S NAME) IS CLEAN _____?

OR THAT HE (SHE) IS DIRTY _____? OTHER _____

19. DOES (CHILD'S) TEACHER THINK THAT (CHILD'S NAME) IS UGLY _____?

OR THAT HE (SHE) IS GOOD LOOKING _____? OTHER _____

20. DOES (CHILD'S) TEACHER THINK THAT (CHILD'S NAME) LIKES TO PLAY WITH OTHER KIDS _____?

OR THAT HE (SHE) DOESN'T LIKE TO PLAY WITH OTHER KIDS _____? OTHER _____

21. DOES (CHILD'S) TEACHER THINK THAT (CHILD'S NAME) LIKES TO TALK A LOT _____?

OR THAT HE (SHE) DOESN'T LIKE TO TALK A LOT _____? OTHER _____

22. DOES (CHILD'S) TEACHER THINK THAT (CHILD'S NAME) LIKES TO HAVE OTHER KIDS' THINGS _____?

OR THAT HE (SHE) LIKES TO HAVE HIS (HER) OWN THINGS _____? OTHER _____

23. DOES (CHILD'S) TEACHER THINK THAT (CHILD'NAME) IS BAD _____?

OR THAT HE (SHE) IS GOOD _____? OTHER _____

24. DOES (CHILD'S) TEACHER THINK THAT (CHILD'S NAME) IS SMART _____?

OR THAT HE (SHE) IS STUPID _____? OTHER _____

Name _____

BROWN IDS SELF-CONCEPT REFERENTS TEST (Teacher Referent)

I.D. #: _ _ _ _ _ _ _

25. DOES (CHILD'S) TEACHER THINK THAT (CHILD'S NAME) IS SCARED OF A LOT OF THINGS _____?

OR THAT HE (SHE) IS NOT SCARED OF A LOT OF THINGS _____? OTHER _____

26. DOES (CHILD'S) TEACHER THINK THAT (CHILD'S NAME) LIKES THE WAY HIS (HER) CLOTHES LOOK _____?

OR THAT HE (SHE) DOESN'T LIKE THE WAY HIS (HER) CLOTHES LOOK _____? OTHER _____

27. DOES (CHILD'S) TEACHER THINK THAT (CHILD'S NAME) IS SCARED OF A LOT OF PEOPLE _____?

OR THAT HE (SHE) IS NOT SCARED OF A LOT OF PEOPLE _____? OTHER _____

28. DOES (CHILD'S) TEACHER THINK THAT (CHILD'S NAME) IS STRONG _____?

OR THAT HE (SHE) IS WEAK _____? OTHER _____

29. DOES (CHILD'S) TEACHER THINK THAT (CHILD'S NAME) IS SICK _____?

OR THAT HE (SHE) IS HEALTHY _____? OTHER _____

30. DOES (CHILD'S) TEACHER THINK THAT (CHILD'S NAME) LIKES THE WAY HIS (HER) FACE LOOKS _____?

OR THAT HE (SHE) DOESN'T LIKE THE WAY HIS (HER) FACE LOOKS _____? OTHER _____

31. DOES (CHILD'S) TEACHER THINK THAT (CHILD'S NAME) HAS A LOT OF FRIENDS _____?

OR THAT HE (SHE) DOESN'T HAVE A LOT OF FRIENDS _____? OTHER _____

32. DOES (CHILD'S) TEACHER THINK THAT (CHILD'S NAME) LIKES TO GO TO SCHOOL _____?

OR THAT HE (SHE) DOESN'T LIKE TO GO TO SCHOOL _____? OTHER _____

COMMENTS:

HOME BEHAVIOR INVENTORY

Earl S. Schaefer and May Aaronson

Child's Name _____

Please describe as accurately as possible how your child behaves by circling one of the five responses to each question. Give a response to every item and BASE YOUR RESPONSE UPON YOUR PERSONAL OBSERVATION AND EXPERIENCE.

	Almost always	Fre-quently	Half the time	Some-times	Almost never
1. Goes up to others and makes friends; doesn't wait until they come to him	5	4	3	2	1
2. Sticks to something he starts until it's finished.	5	4	3	2	1
3. Prefers to be by himself; wants to be let alone.	5	4	3	2	1
4. Gets in a temper if he can't have his way.	5	4	3	2	1
5. Likes to run around rather than to settle down to quiet play.	5	4	3	2	1
6. Is kind and sympathetic to someone who is upset or in trouble.	5	4	3	2	1

	Almost Always	Fre-quently	Half the time	Some-times	Almost never
7. Looks for someone to talk with or play with.	5	4	3	2	1
8. Spends a long time with things that interest him.	5	4	3	2	1
9. Pulls away, hides, leaves the room when visitors come.	5	4	3	2	1
10. Pushes, hits, kicks others.	5	4	3	2	1
11. His attention wanders from what you're telling him.	5	4	3	2	1
12. Is willing to share candy, food or belongings with others.	5	4	3	2	1

	Almost Always	Frequently	Half the time	Sometimes	Almost never
13. Tries to get attention by smiling and talking to people.	5	4	3	2	1
14. Tries to do something the best he can, even if it takes a long time	5	4	3	2	1
15. Is too shy or bashful to play with others.	5	4	3	2	1
16. Sulks, gets resentful, and won't do things he should.	5	4	3	2	1
17. Gives up on what he's trying to do if it takes more than a short time.	5	4	3	2	1
18. Tries to please others.	5	4	3	2	1

SCHAEFER CLASSROOM BEHAVIOR INVENTORY

Name_____ Birthdate_____ Sex_____ ID#_____

Teacher's Name_____ Center_____

City and State_____ Date_____

Setting for observation (Check one)

( ) Head Start classroom
( ) Kindergarten classroom
( ) First grade classroom
( ) Other. Please specify_____

	Never	Almost never	Occasionally	Half the time	Frequently	Almost always	Always
1. Pays attention to what he's doing when other things are going on around him.							
2. Tries to be with another person or group of people.							
3. Gets impatient or unpleasant if he can't get what he wants when he wants it.							
4. Stays with a job until he finishes it.							
5. Likes to take part in activities with others.							
6. Slow to forgive when offended.							
7. Becomes very absorbed in what he is doing.							
8. Enjoys being with others.							
9. Stays angry for a long time after a quarrel.							
10. Works earnestly at his classwork. Doesn't take it lightly.							
11. Seeks social contact with others.							
12. Complains or whines if he can't get his own way.							
13. Watches carefully when a teacher or classmate is showing how to do something.							
14. Does not wait for others to approach him, but makes the first friendly move.							
15. Angry when he has to wait his turn or share with others.							

SCORES: TA [ ] EX [ ] HO [ ]

APPENDIX G

Program Quality Instruments

PROGRAM QUALITY

CENTER CHAIRMAN

1. What proportion of children from the most severely disadvantaged homes in the target area are in the program?

____1 almost none
____2 some
____3 quite a few
____4 most are in the program

2. How adequate has the overall recruiting program for children been?

____1 not very good
____2 fair
____3 good
____4 excellent

3. How well informed are the parents in the target area about the Head Start program?

____1 know very little
____2 some knowledge
____3 know quite a bit
____4 very well informed

___ 4. Once children enter your program, what proportion drop out before they enter public school?

_____Percent _____Don't Know

12. How valuable are social services work in tying together the families and the center?

____0 don't know
____1 not at all
____2 somewhat valuable
____3 highly valuable

13. How valuable has social services work been in helping families use community services and resources?

____1 not at all
____2 somewhat valuable
____3 highly valuable

14. How valuable has the information provided by social services on families been to the teachers?

____1 not at all
____2 somewhat
____3 highly valuable

14a. How valuable has the social services work been to the children?

____1 not at all
____2 somewhat valuable
___ ___3 highly valuable

14b. How valuable has the social services work been in helping you work with parents?

___1 not at all
___2 somewhat valuable
___3 highly valuable

15. How good is the overall nutrition program?

___1 poor
___2 fair
___3 good
___4 very good
___5 excellent

21. Can children have seconds at meal time?

yes___ no___
2 1

22. Is breakfast served in the morning program?

yes___ no___
2 1

23. Are food preferences of the various ethnic groups served?

___1 never
___2 occasionally
___3 often

26. Do the children like the food?

___1 not really
___2 somewhat
___3 usually
___4 very much

28. How useful have the kinds of things you have learned about food been for you or your children?

___1 have not learned anything
___2 not very useful
___3 somewhat useful
___4 very useful

30. How good is the overall volunteer program?

___1 poor
___2 fair
___3 good
___4 excellent

____ 32. How many different roles are volunteers used in?

____nutrition
____psychological services
____teaching
____social services
____health services
____recruiting
____Other (list please)

____ 35. How many volunteers are there helping in the center? _____

36. How useful have the volunteers been in the center?

____1 not at all
____2 somewhat useful
____3 quite useful
____4 essential to the program

40. How useful have the medical-dental services been?

____1 not at all
____2 somewhat useful
____3 very useful to the children
____4 exceptionally valuable

41. Has a health education program been provided for the parents?

yes____ no____ don't know____
2 1 0

42. Have immunizations been completed on all children?

yes____ no____ don't know____
2 1 0

43. Have all medical problems been treated?

yes____ no____ don't know____
2 1 0

44. Have all dental problems been taken care of?

yes____ no____ don't know____
2 1 0

45. Is there a director of health services?

yes____ no____ don't know____
2 1 0

60. Have some classroom materials been made by parents and volunteers?

yes____ no____ don't know____
2 1 0

62. Is there curriculum content designed to create an awareness of ethnic differences?

yes____ no____ don't know____
2 1 0

63. How effective is the in-service training program or staff?

____0 not at all effective
____1 somewhat effective
____2 very effective
____3 really excellent

64. Is there a career ladder system?

yes____ no____ don't know____
2 1 0

65. Are there job descriptions for each step of the ladder?

yes____ no____ don't know____
2 1 0

66. Is there released time provided for trainees to attend training?

yes____ no____ don't know____
2 1 0

67. Are there supportive services such as transportation, babysitting, etc., available to the trainee?

yes____ no____ don't know____
2 1 0

70. Is priority in recruitment and selection of some staff given to community residents below poverty lines?

yes____ no____ don't know____
2 1 0

71. How much are staff involved in planning for evaluation?

____0 none
____1 consulted
____2 took part in planning
____3 were responsible for planning

72. Is there opportunity to appeal an evaluation?

yes____ yes, but an appeal wouldn't help____, no____ don't know____
2 1 0 0

73. Is there a written plan for staff evaluation?

yes____ no____ don't know____
2 1 0

74. Does the committee do all of the following:

1. prepare the career development plans?

2. submit it for consultation to the policy council?

3. make recommendations on training, education; preservice and in-service curricula?

____1 none of these
____2 most of these
____3 all of these

____75. What proportion of the career development committee are non-professionals?

____percent of total don't know____

76. How effective is the career development committee?

____0 no committee
____1 ineffective
____2 fairly effective
____3 strong

77. Is there a director for career development and training?

yes____ no____ don't know____
2 1 0

79. Does the center maintain a journal?

yes____ no____ don't know_
2 1 0

80. Are there annual job performance evaluations?

yes____ no____ don't know____
2 1 0

81. Does each employee hava a well written job description?

yes____ no____ don't know____
2 1 0

82. Is there general liability insurance on children, staff and volunteers?

yes____ no____ don't know____
2 1 0

83. Are there written personnel policies?

yes____ no____
2 1

84. Do the staff and the administration agree on the program philosophy?

yes____ no____
2 1

85. Does the staff see the center director as a conceptual leader?

yes____ no____
2 1

86. Do the committees and staff feel that the administrator is responsive to their advice?

yes____ no____
2 1

87. Are the staff aware of the philosophy of the center director?

yes____ no____
2 1

88. How good an administrator is the center director?

____1 poor
____2 fair
____3 good
____4 excellent

89. How effective is the in-service training program for teacher's aides?

____0 no program
____1 not very effective
____2 somewhat effective
____3 very effective

90. Is there at least one adult in the class who can speak the language of any non-English speaking children?

____0 never
____1 sometimes
____2 most of the time
____3 always

91. How effective is the in-service training of teaching staff?

____0 no program
____1 not very effective
____2 somewhat effective
____3 very effective

92. What is the ratio of adults to children in each class? (including teacher aides and volunteers)

_____

PROGRAM QUALITY

Center Director

1. What proportion of children from the most severely disadvantaged homes in the target area are in the program?

_____1 very few
_____2 some but poorly represented
_____3 fairly well represented
_____4 most are in the program

2. How adequate has the overall recruiting program for children been?

_____1 not very good
_____2 fair
_____3 good
_____4 excellent

3. How well informed are the prents in the target area about the Head Start program?

_____1 know very little
_____2 some knowledge
_____3 know quite a bit
_____4 very well informed

4. Once children enter your program, what proportion drop out before they enter public school?

_____percent

7. How valuable have the psychological consultant's visits to the classrooms been?

_____0 doesn't visit
_____1 not useful at all
_____2 somewhat useful
_____3 very useful

10. What are the qualifications of the psychological consultant?

_____certified or licensed
_____doctoral
_____masters
_____no consultant
_____other_____

12. How valuable are social services work in tying together the families and the center?

_____0 don't know
_____1 not al all
_____2 somewhat valuable
_____3 highly valuable

13. How valuable has the social services work been in helping families use community services and resources?

_____1 not at all
_____2 somewhat valuable
_____3 highly valuable

14. How valuable has the information provided by social services on families been to the teachers?

_____1 not at all
_____2 somewhat
_____3 highly valuable

How valuable has the social services work been to the children?

_____1 not at all
_____2 somewhat valuable
_____3 highly valuable

15. How good is the overall nutrition

_____1 poor
_____2 fair
_____3 good
_____4 very good
_____5 excellent

16. Do children help prepare food?

_____yes (2) _____no (1)

17. Do staff eat with children?

_____yes (2) _____no (1)

18. Is food served in small groups (5 or less)?

_____yes (2) _____no (1)

19. How valuable has the nutritionist been in staff orientation and trining?

_____0 not involved
_____1 not valuable
_____2 somewhat
_____3 highly valuable

20. Is food served family style?

_____yes (2) _____no (1)

21. Can children have seconds?

_____yes (2) _____no (1)

22. Is breakfast served in the morning program?

_____yes (2) _____no (1)

23. Are food preferences of the various ethnic groups served?

_____1 never
_____2 occasionally
_____3 often

24. Are snacks served?

_____yes (2) _____no (1)

25. Is lunch served?

_____yes (2) _____no (1)

26. Do the children like the food?

_____1 not really
_____2 somewhat
_____3 usually
_____4 very much

27. How useful have the nutrition publications used in training been?

_____0 not used
_____1 not very valuable
_____2 somewhat valuable
_____3 highly valuable

29. Have the children had food-related field trips?

_____yes (2) _____no (1) _____don't know (1)

30. How good is the overall volunteer program?

_____1 poor
_____2 fair
_____3 good
_____4 excellent

31. How many hours of training do volunteers have? _____

32. How many different roles are volunteers used in?

_____nutrition
_____psychological services
_____teaching
_____social services
_____health services
_____recruiting
_____other: (please list)

33. Is there a staff member with the responsibility of coordinating volunteers?

_____yes (2) _____no (1)

34. On the average, how many days a week is there a volunteer in the classroom?

_____

35. How many volunteers are there helping in the center? _____

36. How useful have the volunteers been in the center?

_____1 not at all
_____2 somewhat useful
_____3 quite useful
_____4 essential to the program

37. Is there a preventive dentistry program in the classroom?

_____yes (2) _____no (1)

38. What are the qualifications of the director of health services?

_____M.D.
_____nurse or other health professional
_____social worker, etc.
_____no director

39. Have speech and hearing evaluations been completed on all children?

_____yes (2) _____no

40. How useful have the medical-dental services been?

_____1 not at all
_____2 somewhat useful
_____3 very useful to the children
_____4 exceptionally valuable

41. Has a health education program been provided for the parents?

_____yes (2) _____no (1) _____don't know (1)

42. Have immunizations been completed on al[illegible]hildren?

_____yes (2) _____no (1) _____don't know (1)

43. Have all medical problems been treated?

_____yes (2) _____no (1) _____don't know (1)

44. Have all dental problems been taken care of?

_____yes (2) _____no (1) _____don't know (1)

45. Is there a director of health services?

_____yes (2) _____no (1) _____don't know (1)

46. Is there a follow through program in the local school?

_____yes (2) _____no (1) _____don't know (1)

47. What proportion of former Head Start children are presently enrolled in follow through?

_____per cent
_____don't know

48. Are books appropriate to the age of the children available?

_____yes (2) _____no (1)

49. Are the field trips planned to be appropriate to the child's interest and age level?

_____yes (2) _____no (0) _____sometimes (1)

50. Are there planned activities that involve the child with other members of his family?

_____yes (2) _____no (1)

51. Are there materials and activities that will challenge older children (five year olds with exceptional ability).

_____yes (2) _____no (0) _____sometimes (1)

On the next questions we would like to find out how you see the strengths and weaknesses of the program in your center.

52. How effective are the specific class activities aimed directly at improving the child's ability to communicate with adults?

_____0 no specific activity
_____1 not effective
_____2 somewhat effective
_____3 very effective
_____4 really excellent

53. How effective are the specific class activities designed to encourage self-discipline?

_____0 no specific activity
_____1 not effective
_____2 somewhat effective
_____3 very effective
_____4 really excellent

54. How effective are the specific class activities aimed directly at improving the child's ability to community with other children?

_____0 no specific activity
_____1 not effective
_____2 somewhat effective
_____3 very effective
_____4 really excellent

55. How effective are the specific class activities designed to develop curiosity?

_____0 no specific class activities
_____1 not effective
_____2 somewhat effective
_____3 very effective
_____4 really excellent

56. How effective are the specific class activities aimed directly at improving the child's ability to think and reason?

_____0 no specific activities
_____1 not effective
_____2 somewhat effective
_____3 very effective
_____4 really effective

57. How effective are the specific class activities designed to give the children success experiences?

_____0 no specific activity
_____1 not effective
_____2 somewhat effective
_____3 very effective
_____4 really excellent

58. How effective are the specific class activities designed to encourage self expression?

_____ 0 no specific activity
_____ 1 not effective
_____ 2 somewhat effective
_____ 3 very effective
_____ 4 really excellent

59. How effective are the specific class activities designed to encourage self confidence?

_____ 0 no specific activity
_____ 1 not effective
_____ 2 somewhat effective
_____ 3 very effective
_____ 4 really excellent

60. Have some classroom materials been made by parents and volunteers?

_____ yes (2) _____ no (1)

61. Is there curriculum content designed to diminish potential prejudices among the children?

_____ yes (2) _____ no (1)

62. Is there curriculum content designed to create an awareness of ethnic differences?

_____ yes (2) _____ no (1)

63. How effective is the in-service training program?

_____ 0 not at all effective
_____ 1 somewhat effective
_____ 2 very effective
_____ 3 really excellent

64. Is there a career ladder system?

_____ yes (2) _____ no (1)

65. Are there job descriptions for each step of the ladder?

_____ yes (2) _____ no (1)

67. Are there supportive servi such as transportation, babysitting, etc., available to the trainee?

_____yes (2) _____no (1)

68. How effective is the supplementary training program?

_____0 no program
_____0 not at all effective
_____1 somewhat effective
_____2 very effective
_____3 excellent

69. Does the compensation plan reward career progression?

_____3 does so in all cases
_____2 does so with few exceptions
_____1 does so, but many exceptions
_____0 doesn't

70. Is priority in recruitment and selection of some staff given to community residents below poverty lines?

_____yes (2) _____no (1)

71. How much are staff involved in planning for evaluation?

_____0 none
_____1 consulted
_____2 took part in planning
_____3 were responsible for planning

72. Is there opportunity to appeal an evaluation?

_____2 yes
_____0 yes, but an appeal wouldn't help
_____0 no

73. Is there a written plan for staff evaluation?

_____yes (2) _____no (1)

74. Does the committee do all of the following:
    1. Prepare the career development plans?
    2. Submit it for consultation to the policy council?
    3. Make recommendations on training, education; preservice and in-service curricula?

_____1 none of these
_____2 most of these
_____3 all of these

75. What proportion of the career development committee are non-professionals?

_____percent of total

76. How effective is the career development committee?

_____0 no committee
_____1 ineffective
_____2 fairly effective
_____3 strong

77. Is there a director for career development and training?

_____yes (2) _____no (1)

78. Do all buses meet basic safety requirements?

_____yes (2) _____no (1)

79. Does the center maintain a journal?

_____yes (2) _____no (1)

80. Are there annual job performance evaluations?

_____yes (2) _____no (1)

81. Does each employee have a well written job description?

_____yes (2) _____no (1)

82. Is there general liability insurance on children, staff and volunteers?

_____yes (2) _____no (1)

83. Are there written personnel policies?

_____yes (2) _____no (1)

84. Do the staff and the administration agree on the program philosophy?

_____yes (2) _____no (1)

89. How effective is the in-service training program for teacher's aides?

_____0 no program
_____1 not very effective

_____2 somewhat effective
_____3 very effective

90. Is there at least one adult in the class who can speak the language of any non-English speaking children?

_____0 never
_____1 sometimes
_____2 most of the time
_____3 always

91. How effective is the in-service training of teaching staff?

_____0 no program
_____1 not very effective
_____2 somewhat effective
_____3 very effective

92. What is the ratio of adults to children in each class? (including teacher aides and volunteers)

_____

We would like to know what parts of your classroom program are strongest. Where do you have most effect on the children. Following are parts of statements, each one representing an ability that might be developed in a child. Circle the one of each pair where you think your program is having most effect. Even if both are good in your program, pick the one that is slightly better. Circle one of each pair, don't leave any out.

93.	Communicate with adults	Communicate with other children
94.	Self descipline	Curiosity
95.	Think and reason	Self expression
96.	Curiosity	Cooperativeness
97.	Orderliness	Self confidence
98.	Self expression	Self discipline
99.	Independence	Think and reason
100.	Self confidence	Cooperativeness

PROGRAM QUALITY

TEACHER

1. What proportion of children from the most severely disadvantaged homes in the target area are in the program?

_____1 almost none
_____2 some
_____3 quite a few
_____4 most are in the program

2. How adequate has the overall recruiting program for children been?

_____1 not very good
_____2 fair
_____3 good
_____4 excellent

3. How well informed are the parents in the target area about the Head Start program?

_____1 know very little
_____2 some knowledge
_____3 know quite a bit
_____4 very well informed

___ 4. Once children enter your program, what proportion drop out before they enter public school?

_____ don't know

_____ Percent

7. How useful has the psychological consultant's visits been to you?

_____0 doesn't visit
_____1 not useful at all
_____2 somewhat useful
_____3 very useful

9. How many hours per week does the psychologist provide to this center? _____

11. How valuable to children have any referrals for treatment of psychological problems been?

_____0 no treatment
_____1 treatment not very valuable
_____2 treatment helped some
_____3 treatment very valuable

12. How valuable are social services in assisting the families and the center staff?

_____0don't know
_____1 not at all valuable
_____2 somewhat valuable
_____3 highly valuable

13. How valuable has social services been in helping families use community services and resources?

_____1 not at all
_____2 somewhat valuable
_____3 highly valuable

14. How helpful has the information provided by social services on families been to the teachers?

_____1 not at all
_____2 somewhat
_____3 very helpful

14a. How valuable has the social services work been to the children?

_____0 don't know
_____1 not at all valuable
_____2 somewhat valuable
_____3 highly valuable

14b. How helpful has social services been in helping you work with parents?

_____1 not at all
_____2 somewhat valuable
_____3 highly valuable

15. How good is the overall nutrition program?

_____1 poor
_____2 fair
_____3 good
_____4 very good
_____5 excellent

16. Do children help prepare food?

yes____ no_____
2 1

17. Do staff eat with children?

yes____ no _____
2 1

18. Is food served in small groups (5 or less)?

yes ____ no ____
2 1

19. How valuable has the nutritionist been in staff orientation and training?

_____0 nutritionist has not been involved
_____1 not valuable
_____2 somewhat valuable
_____3 highly valuable

20. Is food served family style?

yes_____ no_____
2 1

21. Can children have seconds?

yes____ no_____
2 1

22. Is breakfast served in the morning program?

yes_____no_____
2 1

23. Are food preferences of the various ethnic groups served?

_____1 never
_____2 occasionally
_____3 often

24. Are snacks served?

yes_____ no_____
2 1

25. Is lunch served?

yes_____ no_____
2 1

26. Do the children like the food?

_____1 not really
_____2 somewhat
_____3 usually
_____4 very much

27. How useful have the nutrition publications used in training been to you?

_____0 have not used them
_____1 not very useful
_____2 somewhat useful
_____3 very useful

28. How useful has the nutrition program been in helping your children learn about different goods?

_____1 have not used the program
_____2 not very useful
_____3 somewhat useful
_____4 very useful

29. Have the children had food-related field trips?

yes____ no_____ don't know_____
2 1 0

30. How good is the overall volunteer program?

_____1 poor
_____2 fair
_____3 good
_____4 excellent

_____ 31. How many hours of training do volunteers have? _____

_____ 32. How many different roles are volunteers used in?

_____ nutrition
_____ psychological services
_____ teaching
_____ social services
_____ health services
_____ recruiting
_____ other_____

33. Is there a staff member who has the responsibility of coordinating the volunteer program?

yes_____ no_____
2 1

_____ 34. On the average, how many days a week is there a volunteer in the classroom?_____

_____ 35. How many volunteers are there helping in the Center? _____

36. How useful have the volunteers been in the Center?

_____1 not at all useful
_____2 somewhat useful
_____3 quite useful
_____4 essential to the program

37. Is there a preventive dentistry program in which every child receives an examination?

yes_____ no_____ don't know _____
2 1 0

39. Have speech and hearing evaluations been completed on all children?

yes_____ no_____ don't know_____
2 1 0

40. How useful have the medical-dental services been?

_____1 not at all useful
_____2 somewhat useful
_____3 very useful to the children
_____4 exceptionally valuable

41. Has a health education program been provided for the parents?

yes_____ no_____ don't know_____
2 1 0

42. Have immunizations been completed on all children?

yes_____ no _____ don't know_____
2 1 0

43. Have medical problems of the children been treated?

yes_____ no_____ don't know_____
2 1 0

44. Have all dental problems been taken care of?

yes_____ no_____ ____ don't know_____
2 1 0

45. Is there a director of health services?

yes_____no_____ don't know_____
2 1 0

46. Is there a follow through program in the local schools?

yes _____ no_____ don't know_____
2 1 0

_____ 47. What proportion of former Head Start children are presently enrolled in follow through?

_____ per cent
_____ don't know

48. Are books appropriate to the age of the children available?

yes_____ no_____ don't know _____
2 1 0

49. Are the field trips planned to be appropriate to the child's interest and age level?

yes_____ no_____ sometimes _____ don't know _____
2 0 1 0

50. Are there planned activities that involve the child with other members of his family?

yes _____ no_____ don't know _____
2 1 0

51. Are there materials and activities that will challenge older children (five year olds with exceptional ability)?

yes_____ no_____ some _____
2 1 0

On the next questions we would like to find out how you see the strengths and weaknesses of the program in your Center.

52. How effective are the specific class activities designed to improve the child's ability to communicate with adults?

_____0 no specific activity
_____1 not effective
_____2 somewhat effective
_____3 very effective
_____4 really excellent

53. How effective are the specific class activities designed to encourage self-discipline?

_____0 no specific activity
_____1 not effective
_____2 somewhat effective
_____3 very effective
_____4 really excellent

54. How effective are the specific class activities aimed directly at improving the child's ability to communicate with other children?

_____0 no specific activity
_____1 not effective
_____2 somewhat
_____3 very effective
_____4 really excellent

54.a. Do the children like the books here?

_____3 They enjoy the books.
_____2 They usually like them.
_____1 Some children like them.
_____0 They don't like the books.

55. How effective are the specific class activities designed to develop curiosity?

_____0 no specific class activities
_____1 not effective
_____2 somewhat effective
_____3 very effective
_____4 really excellent

56. How effective are the specific class activities designed to improve the child's ability to think and reason?

_____0 no specific activities
_____1 not effective
_____2 somewhat effective
_____3 very effective
_____4 really excellent

57. How effective are the specific class activities designed to give the children success experiences?

_____0 no specific activity
_____1 not effective
_____2 somewhat effective
_____3 very effective
_____4 really excellent

58. How effective are the specific class activities designed to encourage self expression?

_____0 no specific activity
_____1 not effective
_____2 somewhat effective
_____3 very effective
_____4 really excellent

59. How effective are the specific class activities designed to encourage self confidence?

_____0 no specific activity
_____1 not effective
_____2 somewhat effective
_____3 very effective
_____4 really excellent

60. Have some classroom materials been made by parents and volunteers?

yes_____ no_____ don't know _____
2 1 0

61. Is there curriculum content designed to diminish potential prejudices among the children?

yes_____ no_____ don't know _____
2 1 0

62. Is there curriculum content designed to create an awareness of ethnic differences?

yes_____ no_____ don't know _____
2 1 0

63. How effective is the in-service training program for teachers?

_____0 not at all effective
_____1 somewhat effective
_____2 very effective
_____3 really excellent

68. How effective is the supplementary training program?

_____0 no program
_____0 not at all effective
_____1 somewhat effective
_____2 very effective
_____3 excellent

69. Does the compensation plan reward career progression?

_____3 does so in all cases
_____2 does so with few exceptions
_____1 does so, but many exceptions
_____0 doesn't

70. Is priority in recruitment and selection of some staff given to low income community residents?

yes_____ no_____ don't know_____
2 1 0

71. How much are staff involved in planning for evaluation?

_____0 none
_____1 consulted
_____2 took part in planning
_____3 were responsible for planning

72. Is there opportunity to appeal an evaluation?

yes____ yes, but an appeal wouldn't help _____
2 0

no_____ don't know_____
0 0

73. Is there a written policy or plan for staff evaluation?

yes_____ no_____ don't know_____
2 1 0

76. How effective is the career development committee?

_____0 don't know
_____0 no committee
_____1 ineffective
_____2 fairly effective
_____3 strong

77. Is there a director for career development and training?

yes_____ no_____ don't know_____
2 1 0

79. Does the Center maintain a journal?

yes_____ no_____ don't know_____
2 1 0

80. Are there annual job performance evaluations?

yes_____ no_____don't know _____
2 1 0

81. Does each employee have a well written job description?

yes_____ no_____ don't know_____
2 1 0

83. Are there written personnel policies?

yes_____ no_____
2 1

84. Do the staff and the administration agree on the program philosophy?

yes_____ no_____
2 1

85. Does the staff see the center director as an effective leader?

yes_____ no_____
2 1

86. Do the committees and staff feel that the center director is responsive to their needs?

yes_____ no_____
2 1

87. How good an administrator is the center director?

_____1 poor
_____2 fair
_____3 good
_____4 excellent

89. How effective is the in-service training program for teacher's aides?

_____0 no program
_____1 not very effective
_____2 somewhat effective
_____3 very effective

90. Is there at least one adult in the class who can speak the language of any non-English speaking children?

_____0 never
_____1 sometimes
_____2 most of the time
_____3 always

91. How effective is the in-service training of teaching staff?

_____0 no program
_____1 not very effective
_____2 somewhat effective
_____3 very effective

We would like to know what parts of your classroom program are strongest. Where do you have most effect on the children. Following are parts of statements, each one representing an ability that might be developed in a child. Circle either the A or B of each pair to indicate where you think your program is having most effect. Even if both are good in your program pick the one that is slightly better. Circle either the A or B of each pair, don't leave any out.

_____ 93. A. Communicate with adults..... B. Communicate with other children

_____ 94. A. Self discipline..... B. Curiosity

_____ 95. A. Think and reason..... B. Self expression

_____ 96. A. Curiosity..... B. Cooperativeness

_____ 97. A. Orderliness..... B. Self confidence

_____ 98. A. Self expression..... B. Self discipline

_____ 99. A. Independence..... B. Think and reason

_____ 100. A. Self confidence..... B. Cooperativeness

PROGRAM QUALITY

TEACHERS AIDES

1. How many children from the most severely disadvantaged homes in the target area are in the program?

_____1 almost none
_____2 some
_____3 quite a few
_____4 most are in the program

2. How adequate has the overall recruiting program for children been?

____1 not very good
____2 fair
____3 good
____4 excellent

3. How well informed are the parents in the target area about the Head Start program?

____1 know very little
____2 some knowledge
____3 know quite a bit
____4 very well informed

7. How valuable have the psychological consultant's visits to the classrooms been?

____0 doesn't visit
____1 not useful at all
____2 somewhat useful
____3 very useful

12. How valuable is the social services work in tying together the families and the center?

____0 don't know
____1 not at all
____2 somewhat valuable
____3 highly valuable

13. How valuable has the social services work been in helping families use community services and resources?

____1 not at all
____2 somewhat valuable
____3 highly valuable

14. How valuable has the information provided by social services on families been to you in working with the children?

____0 doesn't provide any information on families
____1 not at all
____2 somewhat
____3 highly valuable

15. How good is the overall nutrition program?

____1 poor
____2 fair
____3 good
____4 very good
____5 excellent

16. Do children help prepare food?

yes_____ no_____
2 1

17. Do staff eat with children?

yes_____ no_____
2 1

18. Is food served in small groups (5 or less)?

yes_____ no_____
2 1

20. Is food served family style?

yes_____ no_____
2 1

21. Can children have seconds?

yes_____ no_____
2 1

22. Is breakfast served in the morning program?

yes_____ no_____
2 1

23. Are food preferences of the various ethnic groups served?

_____1 never
_____2 occasionally
_____3 often

24. Are snacks served?

yes_____ no_____
2 1

25. Is lunch served?

yes_____ no_____
2 1

26. Do the children like the food?

_____1 not really
_____2 somewhat
_____3 usually
_____4 very much

29. Have the children had food-related field trips?

yes____ no____ don't know_____
2 1 0

37. Is there a preventive dentistry program in the classroom?

yes_____ no_____ don't know_____
2 1 0

40. Have the medical and dental services provided here really helped the children?

____1 not at all
____2 somewhat useful
____3 very useful to the children
____4 exceptionally valuable

48. Are books appropriate to the age of the children available?

yes____ no____ don't know____
2 1 0

48.a. Do the children like the books they have here?

____1they love the books
____2they usually like the books
____3some children like them
____4they don't like the books much

49. Are the field trips planned to be appropriate to the child's interest and age level?

yes____ no____ sometimes____ don't know____
2 0 1 0

50. Are there planned activities that involve the child with other members of his family?

yes____ no____ don't know____
2 1 0

51. Are there materials and activities that will challenge older children (five year olds that are very smart)

yes____ no____ some____
2 0 1

On the next questions we would like to find out how you see the strengths and weaknesses of the program in your center.

52. How effective are the specific class activities aimed directly at improving the child's ability to communicate with adults?

____0 no specific activity
____1 not effective
____2 somewhat effective
____3 very effective
____4 really excellent
____0 don't know

53. How effective are the specific class activities designed to encourage self-discipline?

____0 no specific activity
____1 not effective
____2 somewhat effective
____3 very effective
____4 really excellent
____0 don't know

54. How effective are the specific class activities aimed directly at improving the child's ability to communicate with other children?

____0 no specific activity
____1 not effective
____2 somewhat effective
____3 very effective
____4 really excellent
____0 don't know

55. How effective are the specific class activities designed to develop curiosity?

____0 no specific class activities
____1 not effective
____2 somewhat effective
____3 very effective
____4 really excellent
____0 don't know

56. How effective are the specific class activities aimed directly at improving the child's ability to think and reason?

____0 no specific activities
____1 not effective
____2 somewhat effective
____3 very effective
____4 really excellent
____0 don't know

57. How effective are the specific class activities designed to give the children success experiences?

____0 no specific activity
____1 not effective
____2 somewhat effective
____3 very effective
____4 really excellent
____0 don't know

58. How effective are the specific class activities designed to encourage self expression?

____0 no specific activity
____1 not effective
____2 somewhat effective
____3 very effective
____4 really excellent
____0 don't know

59. How effective are the specific class activities designed to encourage self-confidence?

____0 no specific activity
____1 not effective
____2 somewhat effective
____3 very effective
____4 really excellent
____0 don't know

60. Have some classroom materials been made by parents and volunteers?

yes____ no____ don't know____
2 1 0

61. Are there class activities planned to get rid of race prejudice?

yes____ no____ don't know____
2 1 0

62. Are there class activities planned to make the children aware of differences between people?

yes____ no____ don't know____
2 1 0

63. How good was your training program?

____0 not at all good
____1 somewhat good
____2 very good
____3 really excellent

65. Is there a job description for your job and other jobs in the center.

yes____ no____ don't know____
2 1 0

66. Is there released time provided for trainees to attend training?

yes____ no____ don't know____
2 1 0

67. Are there supportive services such as transportation, babysitting, etc., available to the trainee?

yes____ no____ don't know____
2 1 0

70. Is priority in hiring some staff given to low income community residents?

yes____ no____ don't know _____
2 1 0

____ 72. Is there opportunity to appeal an evaluation?

yes____ yes, but an appeal wouldn't help____
2 0

no____ don't know____
1 0

73. Is there a written plan for evaluating how well you are doing your job.

yes____ no____ don't know____
2 1 0

88. How good an administrator is the center director?
____1 poor
____2 fair
____3 good
____4 excellent

89. How effective is the in-service training program for teacher's aides?
____0 no program
____1 not very effective
____2 somewhat effective
____3 very effective

90. Is there at least one adult in the class who can speak the language of any non-English speaking children?
____0 never
____1 sometimes
____2 most of the time
____3 always

91. How effective is the in-service training of teaching staff?
____0 no program
____1 not very effective
____2 somewhat effective
____3 very effective

PROGRAM QUALITY

Checklist

II. TEACHERS, AIDES, & CLASSROOM VOLUNTEERS

1) Teachers let children try things on their own.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

2) Children are allowed to use toilet and water facilities whenever they need to.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

3) Teachers provide a lot of encouragement for the children.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

4) Aides share in the teaching, housekeeping, and clerical tasks.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

5) Rules are reasonable and flexible and are enforced.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

6) Program goals are incorporated into activities such as lunch, rest time, play, field trips, etc.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

7) There is a good working relationship between the teachers and aide(s).

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

8) The teachers are supportive of childrens' attempts at exploration, questioning and acquiring skills.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

9) The teachers show respect for children's ideas and are attentive whenever approached by a child.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

10) The teachers and aides plan limits with the children -- limits which are understood by the children.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

11) Inappropriate behavior is responded to in a way to help the children learn how to behave.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

III. CLASSROOM FACILITIES

1) Physical activities are balanced between outdoor and indorr, large muscle and small muscle, and active and passive

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

2) There is something that is unique in each classroom, i.e., each classroom should have an individual quality to it.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

3) There are lots of books and materials readily available.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

4) There is a place for each child to keep his possessions.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

5) There is carry-over from field trips and other outside activities to the classroom program.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

6) Most materials are accessible, though some special materials may be kept out of the way.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

7) The rooms have flexible arrangement so that they are functional for working with children.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

8) Listening posts, tape recorders, language masters, typewriters and phonographs are available.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

9) There are a lot of play things, clothes and indoor equipment.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

10) There is equipment or materials which can be used to teach basic skills or concepts.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

IV. NUTRITION PROGRAM

1) Children enjoy assisting adults in preparing and serving food.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

2) Staff & children interact pleasantly while eating.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

3) Children laugh and show pleasure while eating.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

4) Teacher uses foods and mealtime to teach nutrition lessons.

Poor	Fair	Average	Very Good	Outstanding
___	___	___	___	___

5) Food is served in a way the children find relaxed and easy.

Poor	Fair	Average	Very Good	Outstanding
___	___	___	___	___

6) Children can get all they want to eat.

Poor	Fair	Average	Very Good	Outstanding
___	___	___	___	___

7) Snacks are served in such a way that children don't get irritable because of hunger.

Poor	Fair	Average	Very Good	Outstanding
___	___	___	___	___

V. CHILDREN'S BEHAVIOR

1) The children get deeply involved in their work and play.

Poor	Fair	Average	Very Good	Outstanding
___	___	___	___	___

2) The children are happy, laugh, etc.

Poor	Fair	Average	Very Good	Outstanding
___	___	___	___	___

3) The children in class are pleasant and cooperative, not hostile or aggressive.

Poor	Fair	Average	Very Good	Outstanding
___	___	___	___	___

4) The children on the playground are pleasant and cooperative, not hostile or aggressive.

Poor	Fair	Average	Very Good	Outstanding
___	___	___	___	___

5) The children are attentive to the teachers, they listen carefully.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

6) The children are attentive to each other.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

7) The children take some initiative in activities in the classroom.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

8) Children appear to feel free to ask questions and speak freely among themselves and with the teacher.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

9) There is a place in the classroom for children who want or need to be alone.

Poor	Fair	Average	Very Good	Outstanding
____	____	____	____	____

APPENDIX H

Institutional Change

INSTITUTIONAL CHANGE PROCEDURES

1. Schedule 3 hour meeting with Center Committee

   --have representatives from both current and former parents

   --have representatives from Policy Council or Policy Committee present

   --majority of parents should be directly related to that particular center

   --current and past officers of Center Committee should be present

   --limit the meeting to 12-15 of the most active parents

   --have chairman of committee introduce Team Leader

2. Team leader briefly explains study using flip chart

   --briefly explain the institutional change procedures for the meeting using flip chart

   --explain how meeting and results fit into whole study

   --explain how information will be used

   --explain $50 to committee

      --might be added to parent activity fund

      --might be used for center activities or as they see fit

3. Define institutional change for whole group

   --give examples of institutional change using chart and local examples

   --emphasize both direct and indirect activities of Head Start parents

   --emphasize both visible and invisible changes, tangible and process changes

   --emphasize both major and minor changes in the Head Start community or program

4. Break into small buzz groups of 4-5 each

   --ask each group to select a recorder to report to whole group after writing down the changes suggested

   --ask each group to recall and list as many possible changes as they can

   --ask each buzz group not to discuss the changes at this time but to just list as many as possible during this brainstorming session

5. Buzz group recorders list changes on newsprint or chalk board

   --ask recorders to list all the changes for his particular buzz group

   --keep the newsprint charts in front of buzz groups so all groups can see the listed changes

6. Ask buzz groups to continue oral listing of additional changes

--ask Community interviewer to record changes for the buzz groups on the newsprint

--Team Leader elicits additional changes through questioning

7. Buzz groups discuss and explain each change listed to whole group

--Team Leader asks each buzz group to separately discuss the changes they listed and why they listed them

--Team Leader marks out those that don't qualify as institutional changes--if in doubt, leave the change on the list

8. Team Leader discusses each change with whole group

--eliminate changes by crossing out those that the group feels may not qualify as institutional changes

9. Narrow the list to 8 or less

--ask for a show of hands to indicate the 8 changes that should remain

10. Discuss the 8 changes remaining

11. Ask total group to vote on the 4 most important changes

--use secret ballot or show of hands or any other method comfortable for the Committee

12. Discuss the 4 changes remaining

13. Ask group to select the 2 most significant changes

--show of hands, secret ballot or other methods

14. A. Team Leader asks 6 questions about Institutional Change #1

--record responses on newsprint or on 8½ X 11 sheets

B. Team Leader asks 6 questions about Institutional Change #2

--record responses on newsprint or on 8½ X 11 sheets

15. A. Team Leader asks Follow up questions on Institutional Change #1

--ask each person to complete Institutional Change Response Form (Follow-up Questions)

B. Team Leader asks Follow up questions on Institutional Change #2

--ask each person to complete Institutional Change Response Form (Follow up Questions)

C. List 4 names of community/institutional people to be interviewed

16. Ask each person to complete questionnaire on Institutional Change

--names are not needed

--collect questionnaires

17. Present $50 check to Center Chairman

18. End meeting

19. Team Leader completes form listing all the changes the Center Committee listed as having occurred during the last three years

20. Team Leader interviews 4 community/institutional people using form entitled Institutional Change Interviews

--2 people for each change

--Community Interviewer might help schedule appointments

21. Team Leader double checks forms and materials for completion

--put forms in envelope marked Institutional Change and return envelope with completed child/parent packets

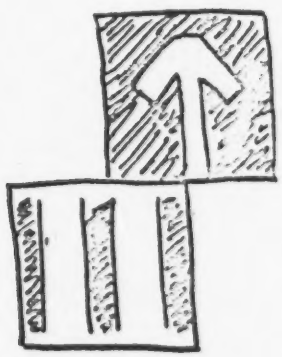
22. Mail flip chart in mailing tube back to MIDCO morning after the Committee meeting

--ask Post Office to send it Air Parcel COD to MIDCO

HEAD START PARENT PARTICIPATION

and

EFFECTS ON INSTITUTIONS



FOR PURPOSES OF THE STUDY

INSTITUTIONAL CHANGE refers to changes that have come about as the result of significant involvement of Head Start parents in community agencies and organizations such as:

--Welfare
--Public Schools
--Housing
--Transportation
--Health Programs
--Employment
--City and County
--Recreation

Studying the effects on institutions

involves...

PERCEPTION OF:

1. PARENTS as to changes in Head Start and/or other community institutions in the last 2 or 3 years

2. PARENTS as to two of the most significant changes resulting from parent involvement in Head Start

3. HEAD START DIRECTOR/ADMINISTRATOR/and other key INSTITUTIONAL LEADERS about the significant changes listed above, and the role of parents in bringing about these changes

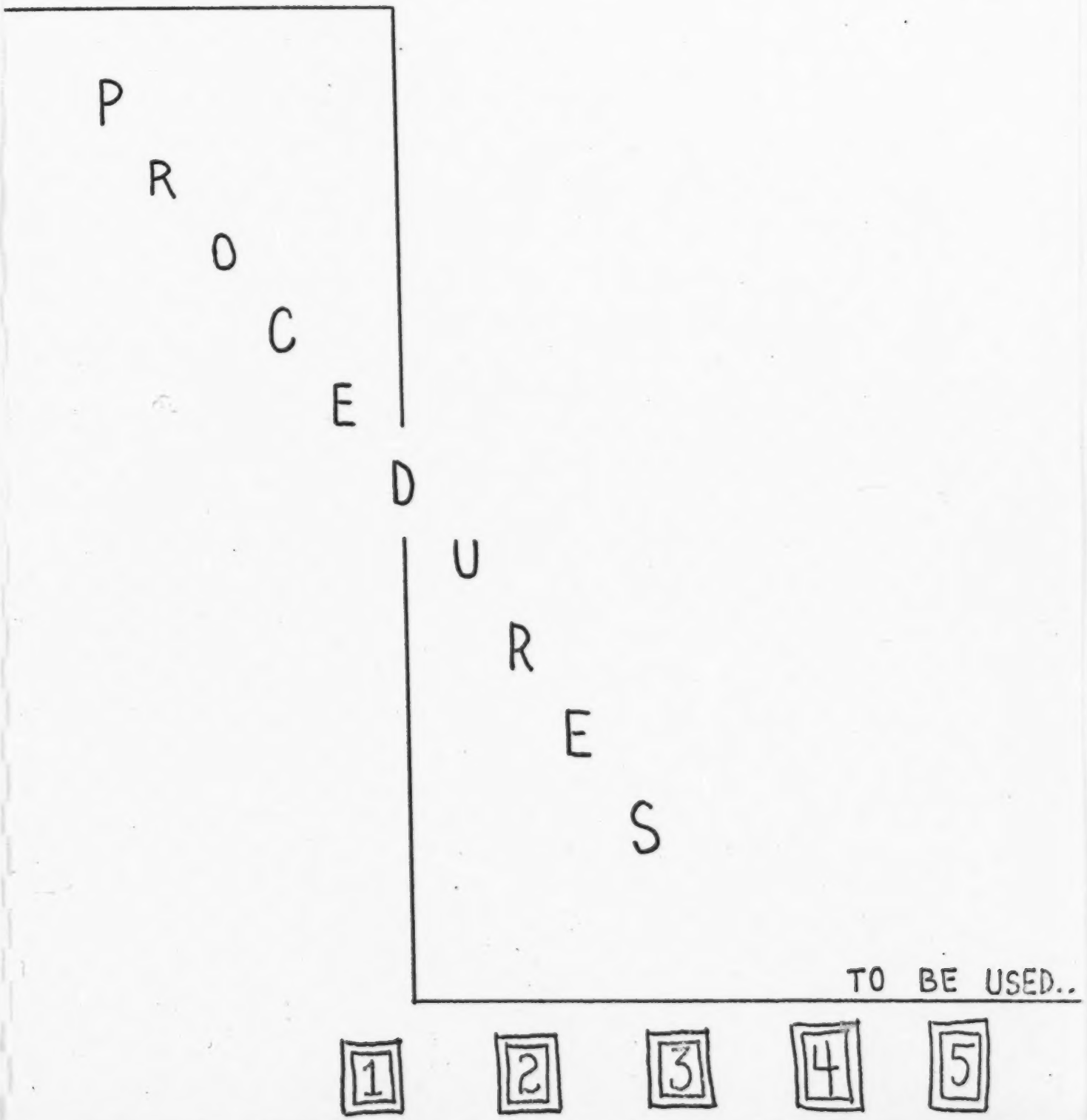
4. COMMUNITY LEADERS/REPRESENTATIVES of institutions affected by some of the changes

also...

PARENT PARTICIPATION/INVOLVEMENT OF TWO KINDS WILL BE EXAMINED

1. Groups and activities directly related to Head Start
   a. Head Start Policy Groups
   b. Head Start Center Committees
   c. Head Start Task Committees/Project Groups

2. Groups and activities indirectly related to Head Start
   a. Neighborhood Action Councils
   b. Community Action Groups
   c. Other organized Community Groups


PROCEDURES
TO BE USED..
1
2
3
4
5

PROCEDURES

Interviewers meet with Policy Committee/Council to identify parent influence which has led to institutional change in the last 2 or 3 years *

The Policy Council/Committee will choose the two most important institutional changes in terms of effect

The interviewer asks a series of questions to get Policy Council/ Committee perceptions of individuals who were instrumental at each of the 6 stages of change **

* ✓ A check list will assist the policy group to consider and review a wide range of possibilities where parents may have an effect on institutions

** The 6 stages were developed from the seven stages reported in a national survey of the impact of Head Start Centers on Community Institutions, under contract number B 89-4638 by Kirschner Associates, Inc., May, 1970, pages 11 and 12

OBJECTIVE OF THE QUESTIONS IS TO OBTAIN AN INDICATION OF THE ROLES AND EXTENT OF INVOLVEMENT OF HEAD START PARENTS, AT EACH OF THE SIX STAGES OF CHANGE.

Questions to be asked about the two most important effects/changes identified by the Policy Group

1 How did parents discover or know about the need for a change?

Who originally called the need or problem to the attention of Head Start parents?

2 Who urged Head Start parents to take an interest in the problem?

3 Where did the idea for a solution come from? From whom?

4 Did parents get support and encouragement to stick with the problem until solved? From whom?

In what way was support provided?

_____staff time _____cost _____publicity

_____moral support _____other

5 What happened that finally brought about the change?

Who was involved among parents?

Who was involved in the institution that was changed?

6 Once agreed on was the change put into effect?

--Were there delays? By whom? Why?

--Did parents take additional action to press for the change to be put into practice?

FOLLOW-UP QUESTIONS (for each of the two changes)

1 How have these changes affected:

_____You _____Your child _____Neighborhood

_____Head Start Program _____Other institutions

2 Has working on these changes helped you to work toward other changes?

Why?

then...

The Policy Group will identify those administrators/directors and/or

Community Neighborhood Leaders

Who they contacted or worked with throughout the stages of change

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

FROM THIS LIST the interviewer asks parents to identify TWO persons for each of the two changes who had the greatest effect on bringing about those changes. The persons named may have been those perceived to be helpful and supportive OR resistant and non-supportive

1. _____

2. _____

1. _____

2. _____

INTERVIEW the [2] persons identified with each of the two most important changes (selected by Policy Group)

These individuals will be asked to respond to each of the six questions

Also, they will be asked their perception of the parents role at each stage of the change process (each stage is represented by one of the questions)

ASSESS effects on institutions by additional information from other than parents and institutional representatives by:

a. Going to the institution to see if the change is, in fact, in effect
b. Talk with current staff and consumer of the changed item or service

CHECK LIST TO ASSIST IN DETERMINING POSSIBLE AREAS OF INSITUTIONAL CHANGE

_____ DEPARTMENT OF WELFARE

a. Financial Assistance
b. Food Stamps

_____ SOCIAL BENEFITS

a. Veterans Administrators
b. Social Security
c. Medicare

_____ HOUSING

a. Public and Private
b. Housing Agencies
c. Building Codes
d. Tenants Rights

_____ EMPLOYMENT AND JOB TRAINING

a. Public and Private Agencies
b. OEO Programs with Training Programs
c. Youth Employment
d. Referral Services

_____ HEALTH

a. Hospitals and Out-patient Clinics
b. Geriatrics and Pediatrics Clinics
c. Health Codes
d. Visiting Nurse Agencies
e. Mental Health Clinics and Agencies
f. Child Guidance Clinics
g. Drug Education

_____ PROTECTION, PERSONAL AND PROPERTY

a. Fire
b. Police
c. County, City Agencies
   (1) Water
   (2) Streets
   (3) Sidewalks
   (4) Street Lights
   (5) Paving

_____ LAW

a. Legal Aid
b. Domestic and Juvenile Court
c. Rural Legal Services

_____ EDUCATION

a. Board of Education
b. Colleges and Universities
c. Adult Education Agencies
d. Elementary Schools
   (testing-particularly Blacks and Mexicans, I/Q. and ability grouping)

_____ SOCIAL AND RECREATION

a. Public and Private Work Agencies
   (1) Local Recreation Center
   (2) Teen Center

_____ ECONOMIC

a. Banks
b. Credit Union Cooperatives

Institutional Change

To be completed at the close of the Center Committee meeting by each person in attendanc

____1. Have you worked as a volunteer?

no ____ yes____ If yes, how often?

____a few times during the year
____once or twice a month
____about once a week
____more than once a week

What did you do? (Specify)

_____
_____
_____
_____

____2. Have you worked as a paid employee?

no____ yes____

____3. Have you participated in parent activities?

no____ yes____ If yes, how often

____a few times during the year
____once or twice a month
____about once a week
____more than once a week

____4. Have you helped to organize Parent Education programs?

no____ yes____ If yes, how often?

____a few times during the year
____once or twice a month
____about once a week
____more than once a week

____5. Have you been enrolled in Parent Education programs?

no____ yes____

____6. Have you participated in any workshops sponsored by Head Start?

no____ yes____

____7. How many times this year have you phoned or visited the Head Start center to ask questions?

____not at all
____a few times during the year
____once or twice a month
____about once a week
____more than once a week

____8. How many times this year have you been in the Head Start center?

____ not at all
____ a few times during the year
____ once or twice a month
____ about once a week
____ more than once a week

____9. Have you helped plan any parent activities?

no____ yes____ If yes, how often?

____ a few times during the year
____ once or twice a month
____ about once a week
____ more than once a week

____10. Have you recruited any staff for the Head Start Center?

no____ yes____

____11. Have you served on the Center Committee?

no____ yes____

____12. Have you helped prepare or assisted in the preparation of a formal proposal to request money for Head Start?

no____ yes____

____13. Have you served on a Policy Council other than the Center Committee?

no____ yes____

____14. Have you assisted with any evaluation projects of the Head Start program?

no____ yes____

____15. Have you helped decide on any of the classroom activities?

no____ yes____

____16. Have you helped to decide on specific Head Start activities for your own children or for other children in Head Start?

no____ yes____

____17. Have you served on any special committees appointed by the Center Committee?

no____ yes____ If yes, how many? _____

____18. Have you read any official material about parent participation in Head Start, such as the Policy Manual?

no____ yes____

___19.a List the various kinds of activities which you have helped to plan?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

___19.b. List the various kinds of activities in which you have participated, but which you did not help to plan.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

___20. Have you been active on the Class/Center Committee?

Yes____ If yes, for how many years? _____

No____

How often did you go?

a) not at all
b) less than once a month
c) once a month
d) twice a month
e) once a week
f) more than once a week

Did you hold office or do anything special while on the Center Committee?

a) attended meetings only
b) served on committees
c) helped with special projects
d) officer
e) organized special groups or projects

___21. Have you been active on the Policy Committee or Council?

Yes____ If yes, for how many years?____

No_____

How often did you go?

a) not at all
b) less than once a month
c) once a month
d) twice a month
e) once a week
f) more than once a week

Did you hold office or do anything special while on the Policy Committee?

a) attended meetings only
b) served on committees
c) helped with special projects
d) officer
e) organized special groups or projects

_____22. Have you been on any special committees set up by one of the policy groups?

Yes_____ If yes, what did the committees accomplish?

No_____

_____

_____

_____

_____

_____23. Have you assisted with any special projects or activities along with other Head Start parents?

Yes_____ If yes, what were the activities

No_____

_____

_____

_____

_____

INSTITUTIONAL CHANGE RESPONSE FORM

(Follow up questions)
To be filled out by each person in attendance at the Center Committee meeting

Institutional Change #1 _____
(copy from Chart) _____

A. How has the change listed above affected you?

B. How has the change listed above affected the Head Start child?

C. How has the change listed above affected the Head Start neighborhood?

D. How has the change listed above affected the Head Start program?

E. How has the change listed above affected other community institutions?

current Head Start parent_____ former Head Start parent _____ paid staff ____
never a Head Start parent_____ community representative _____

INSTITUTIONAL CHANGE RESPONSE FORM

(Follow up questions)
To be filled out by each person in attendance at the Center Committee meeting

Institutional Change #2 _____
(copy from Chart) _____

A. How has the change listed above affected you?

B. How has the change listed above affected the Head Start child?

C. How has the change listed above affected the Head Start neighborhood?

D. How has the change listed above affected the Head Start program?

E. How has the change listed above affected other community institutions?

current Head Start parent_____ former Head Start parent _____ paid staff ____
never a Head Start parent_____ community representative _____

INSTITUTIONAL CHANGE INTERVIEWS

(To be used with institutional representatives/community leaders)

Head Start Center_____

Name of person being interviewed_____

Institution or Agency_____

Institutional Change # ____ _____
(name of change)

1. How did Head Start parents discover or know about the need for the change above?

Who originally called the need or problem to the attention of Head Start parents?

2. Who urged Head Start parents to take an interest in the problem?

3. Where did the idea for a solution come from?

From whom?

4. Did parents get support and encouragement to stick with the problem until solved? From whom?

In what way was support provided?

_____ staff time _____ cost _____ publicity

_____ Moral support _____ other

5. What happened that finally brought about the change?

Who was involved among Head Start parents?

Who was involved in the institution that was changed?

6. Once agreed on was the change put into effect?

Were there delays? By whom? Why?

Did parents take additional action to press for the change to be put into practice?

INSTITUTIONAL CHANGE

(To be completed by Team Leader after the Center Committee meeting)

You are to list on this sheet all of the institutional changes which the Center Committee listed as having occurred during the last three years. Record only those institutional changes in which parents from this Center have in some way been involved.

Name of Center _____

Institutional Changes Listed:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____

Institutional Change

For Team Leaders:

Your report on each center needs to include a 1/2 page to 2 page description of each of the two major insitutional changes studied. Ask the chairman of the center committee, community interviewer and other parents or center staff to assist you in describing in detail the two changes.

A brief excerpt has been taken from the Kirschner Report and has been included as an example of the detail which is needed in reporting the two changes in narrative form.

Example:

"An innovative preventive-health-care project was initiated by a Head Start Policy Advisory Committee in a northeastern industrial city. The committee formed a consumer cooperative which purchases fresh fruits and vegetables in bulk, packages the goods, and distributes them to families in the ghetto. Much of the work involved in establishing this project was done by the Head Start parents themselves. All of the work involved in purchasing the goods, taking orders from families, and packaging and distributing the food is done by Head Start parents. Assistance in working out some of the technical details was provided by local university faculty members, but most of the credit for establishing this highly successful project belongs to the Head Start parents."[1]

[1] A National Survey of the Impacts of Head Start Centers on Community Institutions, Kirschner Associates, Inc., May 1970, p.8.

For Team Leaders:

Use this outline for the final assessment of institutional change.

Head Start Center_____

1. What evidence did you find, at the institution, which indicated whether or not there had been a change? If there had been a change, what evidence could you find as to whether or not the change was still in effect?

2. How do current and former parents feel about the lasting effects of the change? Do parents believe the changes are still in effect?

3. Does the institution have any information, data, reports, studies, etc. which document the nature or extent of the change? (If yes, ask the person being interviewed for a copy to include with your report).